



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

January 14, 2026

Board Meeting Access Information

Date: Wednesday, January 14, 2026
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 2026.01.14
Time: January 14, 2026 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/86429704884?pwd=QFykoS4lvOJB0X1A1TYqrDBHJO7Ate.1>

Meeting ID: 864 2970 4884

Passcode: 857257

One tap mobile

+16694449171,,86429704884#,,,,*857257# US

Join instructions

https://us02web.zoom.us/meetings/86429704884/invitations?signature=ZNSdANuPshsv1ZNvVN8llWc2T5i63UomPt_5RL1lubl

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 14, 2026

Regular Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, James Stark, Jessica Crew
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 just cause exceptions per SB 707?
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. *(K. Gerski-Keller)*
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. Speakers are asked to keep comments respectful and focused on issues, not individuals. Please refrain from using names or identifying information when referencing students, staff, or families. Comments about specific individuals—especially students—should be addressed privately through the appropriate administrative channels. Disclosing confidential student information during a public meeting may violate federal privacy laws (FERPA). Additionally, members of the public are reminded that slanderous, defamatory, or disruptive comments may result in legal liability or removal from the meeting. The Board does not respond to public comment but may refer matters to administration for review. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. The board will receive in person comments first, remote location comments second, and Zoom comments third.
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 10, 2025, Regular Meeting Minutes?

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6.2 Shall the board approve the 2024-2025 Golden Valley Orchard School School Accountability Report Card (SARC)?

6.3 Shall the board approve the 2024-2025 Golden Valley River School School Accountability Report Card (SARC)?

6.4 Shall the board approve closing 2025-2026 enrollment for Golden Valley Charter Schools for all classes TK through grade 8 on February 27th, 2026?

7. Fiscal Policy (First Read) – 5:22 p.m.

(J. Hoover)

Discussion/Action: The Board will discuss the revised Fiscal Policy. Shall the Board approve the revised Fiscal Policy?

8. Executive Director Evaluation Policy (Second Read) – 5:42 p.m.

(K. Gerski-Keller)

Discussion/Action: The Board will discuss the revised Executive Director Evaluation Policy. Shall the Board approve the revised Executive Director Evaluation Policy?

9. Student & Parent Handbook for GVCS (Second Read) – 6:02 p.m.

(J. Hoover)

Discussion/Action: The Board will discuss the revised Student & Parent Handbook for Golden Valley Charter Schools (GVCS). Shall the Board approve the revised Student & Parent Handbook for GVCS?

10. Faculty Reports – 6:22 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)

11. Executive Reports – 6:32 p.m.

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

Executive Director Report: Interim Executive Director, Jennifer Hoover, will present items of interest to the board.

12. Closed Session – 6:42 p.m.

Discussion: The Board will meet in closed session to consider the appointment of a public employee for the position of Executive Director, including discussion of specific applicants and their qualifications pursuant to § 54957(b)(1).

a. Public Employee Appointment

Title: Executive Director

13. Resume Open Session – 7:42 p.m.

Discussion: The Board will report out any action taken in closed session.

14. Recitation of the Motto of the Social Ethic – 7:43 p.m.



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9601 Lake Natoma Dr.
Orangevale, CA 95662

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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.

15. **Adjournment of the meeting** – 7:44 p.m.

(K. Gerski-Keller)

December 10, 2025

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:02 p.m.**
2. **Roll Call –**
Board Members Present: Katie Gerski-Keller, Meredith Willsen, Ekaterina Khmelniker, Stephen Quadro, James Stark, Jessica Crew
Guests: Brittany Galles, Jennifer Hoover, Becky Page (remote), Upekkha Evans (remote), Tavia Pagan, Ryan Sutton, Midy Kiel

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?
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.

TABLED. NO ACTION.

4. **Stephen Quadro read the Reverence Virtue Card.**

5. **Public Comment –**
There were no public comments.

Chair Katie Gerski-Keller closed public comment at 5:05.

6. **Minutes Approval –**
It was moved by Ekaterina Khmelniker and seconded by Stephen Quadro that the Board approve the November 12, 2025, Regular Meeting Minutes.

(Ayes: 6, Noes: 0, Abstain: 0)

7. **2025-2026 First Interim Budget Report, GVOS –**
Susan Lefkowitz presented the First Interim Budget for Golden Valley Orchard School (GVOS).

Susan reviewed the adopted budget for GVOS was based on enrollment of 319. First interim budget is based on enrollment of 311, resulting in ADA at 93%. LCFF revenues were reduced by \$41,000 due to lower enrollment. The biggest change is total increase in federal revenues of \$518,996 at first interim. Other state revenues have increased by \$68,667 at first interim. Local revenues reduced by \$42,450 at first interim. In total, increasing total revenues by \$504,096. Susan reviewed expenditures including increased certificated salaries in total by \$20,000, non-certificated salaries by almost \$85,000 and associated benefits.

In the original budget, GVOS showed a projecting surplus of \$134,011. At First Interim, GVOS is now projecting a surplus of \$822,078. As a reminder, the beginning fund balance for GVOS

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overall was at -\$233,000. GVOS is now projecting an ending fund balance of \$588,940 at the end of the year, as well as showing the 5% reserve of \$218,316.

The Board explained looking into the differentials on budgets in previous years, a lot of consulting money was pre-spent, as well as buying out contracts, resulting in being at this point in the year having already spent money and knowing that there would be even additional spending needed. That is not happening any longer. Expenditures will be one area that changes budget to budget, with this being a bit of a flux year.

Susan pointed out for the 2026-2027 year GVOS is currently projecting a surplus of \$76,573 and for the 2027-2028 year a projected surplus of \$130,843. Overall, Orchard started this year in a negative surplus and now is at a positive.

Susan and Jennifer communicated that the next ERC payment will be split 70% for GOVS and 30% for GVRS, as well as splitting the fee the same way.

It was addressed that the books for January do not close until mid-February. The Board discussed possibly scheduling a Special Finance Committee Meeting as well as a Special Board Meeting in late February, possibly February 25th, to work more on the budget with Susan due to the Second Interim Budget needing to be submitted to San Juan Unified School District (SJUSD) on March 10th, 2026.

It was moved by Stephen Quadro and seconded by James Stark that the board approve the 2025-2026 First Interim Budget for Golden Valley Orchard School (GVOS).

(Ayes: 6, Noes: 0, Abstain: 0)

8. 2025-2026 First Interim Budget Report, GVRS –

Susan Lefkowitz presented the First Interim Budget for Golden Valley River School (GVRS).

Susan reviewed the adopted budget for GVRS was based on enrollment of 334. First interim budget is based on enrollment of 320, resulting in ADA at 94%. LCFF revenues were reduced by \$104,356 due to lower enrollment. Other state revenues have increased by \$77,367 at first interim. Local revenues reduced by \$4,237 at first interim. In total, increasing total revenues by \$468,738.

Susan reviewed expenditures including increased certificated salaries in total by \$91,000, non-certificated salaries by \$23,000 and associated benefits are \$30,615.

In the original budget, GVRS showed a projecting surplus of \$379,000. At First Interim, GVRS is now projecting a surplus of \$747,122. As a reminder, the beginning fund balance for GVRS overall was at \$787,795. GVRS is now projecting an ending fund balance of \$1,534,917 at the end of the year, as well as showing the 5% reserve of \$212,803.

Susan pointed out for the 2026-2027 year GVRS is currently projecting a surplus of \$110,925 and for the 2027-2028 year a projected surplus of \$155,866.

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Meredith Willsen asked what other state revenue GVRS received that we weren't expecting. Susan explained prior year Prop 28 funds that did not get spent that were pulled in for this year.

It was moved by Stephen Quadro and seconded by James Stark that the board approve the 2025-2026 First Interim Budget for Golden Valley River School (GVRS).

(Ayes: 6, Noes: 0, Abstain: 0)

9. 2024-2025 Financial Audit Report, GVCS –

Jennifer Hoover went over the 2024-2025 Audit Report for Golden Valley Charter Schools (GVCS).

Stephen Quadro explained how the audit numbers are different than budgets from last year regarding what was expected and what was actually spent compared to previous budgets. He gave credit to Susan, Jennifer and the staff for their detailed work and avoiding what could have been an even bigger issue in last year's total change in net assets. Stephen highlighted the situation pointing out on page 14 of the audit where you can see the cash and investments on June 30th consisted of the following: \$90.00 in GVOS's bank account. The Board reiterated how much good work has been done this year and the positive aspect of now having a surplus for GVOS and cash reserves.

There were no significant findings in the 2024-2025 Audit Report for GVCS.

It was moved by James Stark and seconded by Stephen Quadro that the board accepts the 2024-2025 Financial Audit of Golden Valley Charter Schools (GVCS).

(Ayes: 6, Noes: 0, Abstain: 0)

10. Orchard 5th Grade Class Field Trip Quote –

This item was removed from the agenda and was not discussed nor voted on by the Board.

11. California School Dashboard Review, GVCS –

Jennifer Hoover presented the status of Golden Valley Charter Schools (GVCS) on the California School Dashboard. The information presented are last spring's test assessment data.

Jennifer reviewed GVRS on the California School Dashboard. Jennifer showed state indicators as well as standard indicators. She went over science assessments showing in the green and are located in the informational purposes. Jennifer explained specifics and percentages of teachers with both multiple subject credentials and single subject math credentials to be able to teach math. She reviewed academics highlighting English language arts (ELA) in yellow and mathematics in orange. Jennifer also presented numbers on all student group details, subgroups and performance levels showing where they met on standards.

Jennifer explained that if there is no performance color and appears grey, it is usually because there are not 11 or more students in that category. In certain categories, if there are fewer than 30 but more than 11 students, there will not be a color assigned to that subgroup, however it will show their score for that category and if they improved, maintained or declined.

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GVRs can use verifiable CAASPP data for the recharter timeline. Parsec will be able to review data and incorporate in GVRs data story if it benefits GVRs to include in the recharter document.

Jennifer continued to review GVRs mathematics indicators as well as all student group details, subgroups and performance levels. She then showed the Parsec dashboard for overall ELA and mathematics state test results average distance from standard by grade. For ELA all grades besides 3rd grade were above proficiency. Mathematics results are lower, however overall GVRs has been improving from pandemic years. Jennifer reviewed ELA and Mathematics results on average year over year growth as well as an overall view of both ELA and mathematics results.

Meredith and Jennifer clarified that teachers have access to FastBridge data and state testing data. Parsec dashboard statistics will be brought to faculty meetings via school principals.

Jennifer reviewed GVOS on the California School Dashboard. Jennifer showed state indicators as well as standard indicators. She went over science assessments showing in the green as well as GVOS also showing in the green for suspension rate. She reviewed academics highlighting ELA in yellow and mathematics in orange. Jennifer also presented numbers on all student group details, subgroups and performance levels showing where they met on standards. She reviewed the progress placement report and Parsec's dashboard for GVOS, showing overall the same results trends as GVRs.

Parsec will be building the data story for GVRs's recharter. They will be looking at FastBridge, CAASPP, and verified data. Jennifer can share the Parsec meeting with the Board.

GVOS is in the red for chronic absenteeism. Chronic absenteeism is defined as missing 10% or more of instructional days whether they are excused absences or not. GVOS needs to get below 20% the best they can aim for is to be in the yellow for next year. Attendance recovery will not affect chronic absenteeism. Suspension rate is in the green and broken down by student subgroups. GVOS 6th and 7th grades are doing well in math, however ELA results are lower compared to GVRs. Jennifer showed distance from standard and distance from standard average year over year growth. She reviewed contiguous enrollment and average percent toward proficiency for GVOS as well as for GVRs.

12. Intra-CMO Charter Loan –

It was moved by Stephen Quadro and seconded by James Stark that the board approve revoking the resolution documenting an intra-CMO charter loan from Golden Valley River School (GVRs) to Golden Valley Orchard School (GVOS) for the 2025-2030 school years.

(Ayes: 6, Noes: 0, Abstain: 0)

13. Executive Director Evaluation Policy (First Read) –

Katie Gerski-Keller reviewed the revised Executive Director (ED) Evaluation Policy.

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Ekaterina had questions on goals setting and the timeline. The executive committee is the chair and vice chair. The discussion at the end of the year drove the next set of goals.

The Board would like to add building upon previous evaluations. During the Board Retreat, the Board can discuss goals setting. The Board would also like revisions to the ED Policy to include when the goals are actually scored or benchmarked in a June timeframe. The ED is evaluated annually. If goals are set in June for the next year, then the ED has time to prepare and influence the budget to achieve these goals.

The Board discussed it might be beneficial to build in some face-to-face interviews with personnel versus just surveys. Feedback from the Central Office staff could also be considered as they work so intimately with the ED. James Stark mentioned checking in with stakeholders. Tavia mentioned previously, faculty chairs were included in closed session for ED evaluations and principal evaluations. The Board recognized interviewing the faculty chairs and possibly interview with Susan Lefkowitz. As needed, the executive committee can consult.

James stated goals should be published. Jennifer recommends consulting Human Resources on this matter since it is something that would be in a personnel file.

Having more checkpoints throughout the year will give more data versus only doing a survey at the end of the year. The Board liked the idea of using the QR code that the BOT had at preservice and registration. It was discussed to possibly put out the survey in February.

Stephen Quadro left at 6:49 p.m.

TABLED. NO ACTION.

14. Student Code of Conduct Policy (Third Read) –

The Board reviewed the revised Student Code of Conduct Policy.

The Board and Jennifer made note of the following minor grammatical edits needed:

1. Under Behaviors and Interventions, first referral, in parenthesis, after ParentSquare should be a comma not a period.
2. Reference SST fully spelled out in the first reference of the document.

It was moved by Ekaterina Khmelniker and seconded by James Stark to approve with the modification on SST that the Board approve the revised Student Code of Conduct Policy.

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

15. Student & Parent Handbook for GVCS (First Read) –

The Board reviewed the revised Student & Parent Handbook for GVCS.

New policies include templates from CSDC from the California Education Code (Ed. Code).
Field trip administration regulation has been updated.
Defined fundraisers are separate from festivals.

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Changes are correct on the Student & Parent Handbook that Jennifer emailed, the hard copy at the meeting was the older version, but Board members had obtained it in email.

The Board discussed editing the following:

1. Fundraising committee: spell out chain of order – from the site level to the principal, the principal would then bring it to leadership to talk through including Marlene; this mainly pertains to big organization-wide fundraising where GVCS would have to have more coordination.
2. Consistency in fundraising and festival policies – example: Winter Gathering is not a festival, it is a gathering but there is fundraising at the gathering (strawberry shortcake, other food sales, etc.).

TABLED. NO ACTION.

16. 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.

17. Executive Reports –

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

Executive Director Report: Interim Executive Director, Jennifer Hoover, presented items of interest to the board.

18. The Board recited the Motto of the Social Ethic.

19. Chair Katie Gerski-Keller adjourned the meeting at 7:56 p.m.

Respectfully submitted by Brittany Galles.

Katie Gerski-Keller, Chair

Date

Golden Valley Orchard

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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

It is a privilege to share the 2024–25 School Accountability Report Card for Golden Valley Orchard School. This document reflects our ongoing commitment to transparency, growth, and excellence in education. As a Waldorf-inspired public charter school, we are proud to offer a learning experience that nurtures the intellectual, artistic, and social development of every child.

At Golden Valley Orchard, we approach the Common Core Standards through the lens of the Waldorf curriculum, blending rigorous academics with artistic expression and hands-on learning. This approach allows students to engage deeply with content through multiple modalities—storytelling, movement, music, handwork, painting, gardening, and drama—honoring the diverse ways children learn and thrive.

Our faculty and staff are dedicated to supporting each student's journey. Teachers use ongoing formative assessments to guide instruction, implement timely interventions, and challenge students appropriately at every grade level. Through close collaboration between classroom teachers, education specialists, and support staff, we ensure that all students, including those needing additional support, receive the attention and care necessary to make meaningful academic progress.

Community life is an integral part of our school. From seasonal festivals to parent participation and class performances, these experiences cultivate a deep sense of belonging and connection among students, families, and staff. Together, we continue to build a school culture grounded in creativity, compassion, and collaboration.

As we reflect on our achievements and look toward the future, we remain committed to our mission of educating the whole child—head, heart, and hands. Thank you for your partnership, your trust, and your continued support of the Golden Valley Orchard community.

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 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.goldenvalleycharter.org
Grade Span	K-8
County-District-School (CDS) Code	34674470132399

School Description and Mission Statement (School Year 2025–26)

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

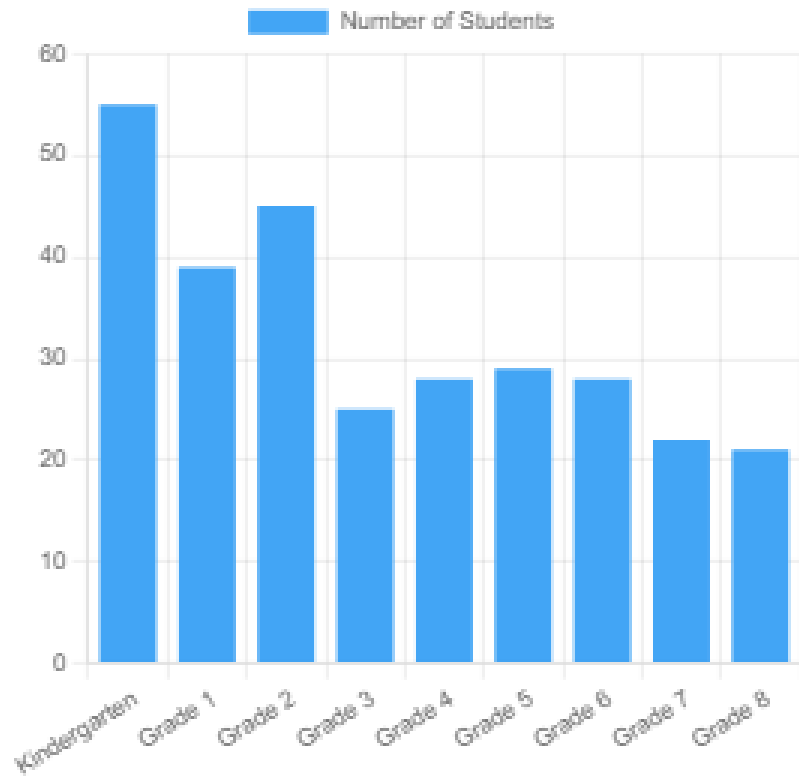
Expanding access for children and families to a community of public Waldorf Schools.

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 2024–25)

Grade Level	Number of Students
Kindergarten	55
Grade 1	39
Grade 2	45
Grade 3	25
Grade 4	28
Grade 5	29
Grade 6	28
Grade 7	22
Grade 8	21
Total Enrollment	292



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	50.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	0.70%
Black or African American	0.70%
Filipino	0.70%
Hispanic or Latino	17.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.10%
White	67.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.40%
Foster Youth	0.00%
Homeless	2.40%
Migrant	0.00%
Socioeconomically Disadvantaged	31.10%
Students with Disabilities	11.50%

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 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	83.24%
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%	277698.00	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 2023–24)

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)	11.10	88.15%	1867.30	76.49%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	7.90%	36.00	1.48%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	94.30	3.86%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	276.20	11.32%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	3.95%	167.10	6.85%	13705.80	4.91%
Total Teaching Positions	12.60	100.00%	2441.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: August 2025

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	All students at the LEA are trained in drama, music, and fine arts. Materials are primary source sheet music and primary source materials.	0
Science Lab Eqpmt (Grades 9-12)	N/A	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 100% 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
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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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	43%	47%	40%	41%	47%	48%
Mathematics (grades 3-8 and 11)	27%	23%	29%	29%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	150	96.77%	3.23%	46.67%
Female	71	69	97.18%	2.82%	50.72%
Male	84	81	96.43%	3.57%	43.21%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	47.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	66.67%
White	111	107	96.40%	3.60%	43.93%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	37.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	29	90.63%	9.37%	13.79%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	149	96.13%	3.87%	23.49%
Female	71	68	95.77%	4.23%	19.12%
Male	84	81	96.43%	3.57%	27.16%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	23	95.83%	4.17%	8.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	40.00%
White	111	106	95.50%	4.50%	23.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	38	37	97.37%	2.63%	10.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	28	87.50%	12.50%	7.14%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	32.73%	36.73%	29.38%	28.90%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00%	2.00%	36.73%
Female	25	24	96.00%	4.00%	37.50%
Male	25	25	100.00%	0.00%	36.00%
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	39	38	97.44%	2.56%	42.11%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	14	93.33%	6.67%	21.43%
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 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

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 Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)
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%	100%	100%	100%
7	95%	95%	95%	82%	82%

Note: The admistration 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 2025–26)

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):

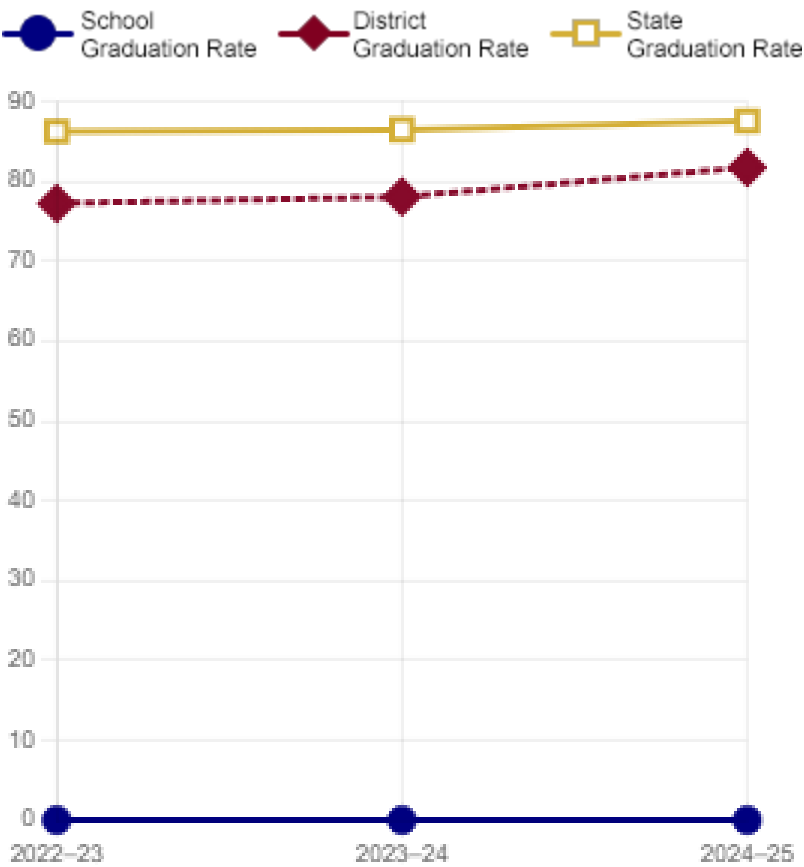
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				77.2%	78.0%	81.7%	86.2%	86.4%	87.5%
Dropout Rate				12.7%	12.2%	9.8%	8.2%	8.9%	8.0%

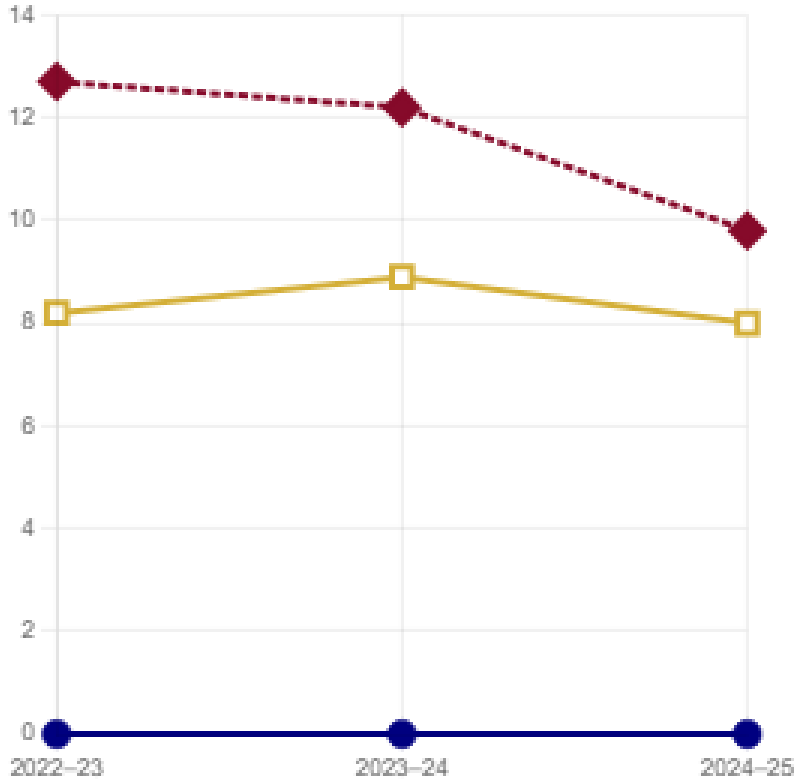
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates

School Dropout Rate District Dropout Rate State Dropout Rate



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	307	302	64	21.2%
Female	146	144	30	20.8%
Male	161	158	34	21.5%
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino	54	52	5	9.6%
Native Hawaiian or Pacific Islander				
Two or More Races	36	35	6	17.1%
White	207	205	51	24.9%
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	82	79	24	30.4%
Students Receiving Migrant Education Services				
Students with Disabilities	55	55	8	14.5%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	2.72%	0.00%	4.56%	4.53%	0.00%	3.80%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.05%	0.02%	0.08%	0.07%	0.06%

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.56%	0.00%
Female	1.37%	0.00%
Male	7.45%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.78%	0.00%
White	4.83%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	7.32%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.09%	0.00%

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 2025–26)

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 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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	2	0
1	19.00	2	0	0
2	22.00	0	2	0
3	25.00	0	1	0
4	28.00	0	1	0
5	29.00	0	1	0
6	28.00	0	1	0
Other**	21.00	0	2	0

* 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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other**	0.00

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14112.00	\$4305.00	\$9808.00	\$70566.00
District	N/A	N/A	--	\$90853.00
Percent Difference – School Site and District	N/A	N/A	--	-25.14%
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	23.48%	-34.63%

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

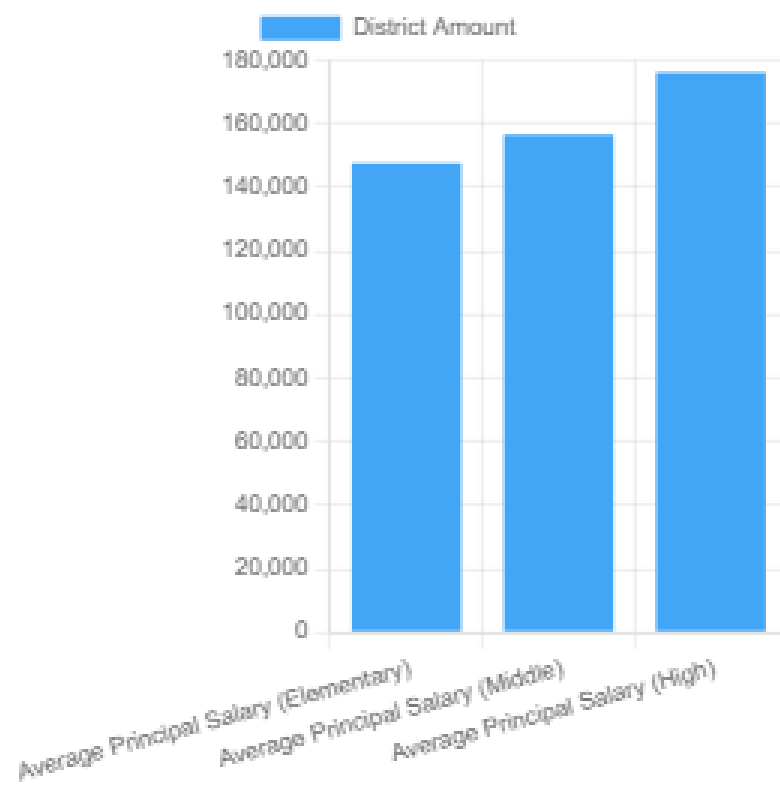
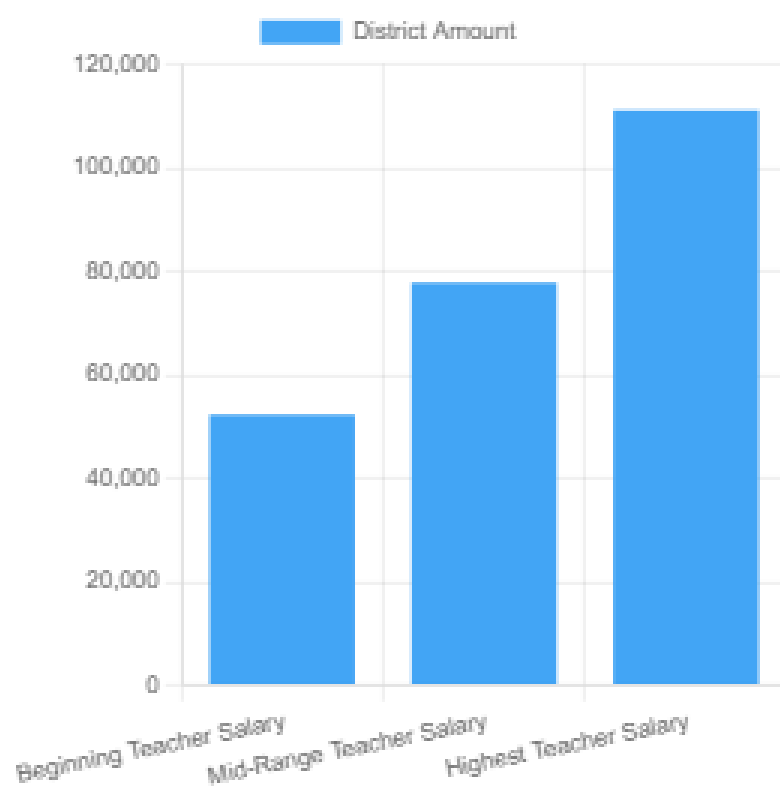
Types of Services Funded (Fiscal Year 2024–25)

<p>The LEA provides a full spectrum of special education and general education supports. The Common Core Standards are approached through the lens of the Waldorf curriculum, integrating academics with the arts to foster the development of the whole child.</p> <p>Students who experience academic challenges receive targeted support from an on-site Education Specialist. Our arts-integrated approach engages multiple modalities of learning to meet diverse styles and interests through music, handwork, gardening, drama, painting, and movement.</p> <p>Teachers use ongoing formative assessments to tailor instruction, design interventions, and provide appropriate academic challenges for students working at or toward grade level expectations.</p>

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52217.00	\$60862.67
Mid-Range Teacher Salary	\$77770.00	\$93575.04
Highest Teacher Salary	\$111100.00	\$125548.29
Average Principal Salary (Elementary)	\$147623.00	\$157644.72
Average Principal Salary (Middle)	\$156383.00	\$165340.66
Average Principal Salary (High)	\$176064.00	\$182579.89
Superintendent Salary	\$324066.00	\$357064.20
Percent of Budget for Teacher Salaries	31.36%	30.36%
Percent of Budget for Administrative Salaries	5.58%	4.88%

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 2024–25)

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	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Golden Valley River

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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

It is a joy and honor to share the 2024–25 School Accountability Report Card for Golden Valley River School. Each year offers us the opportunity to reflect on our growth, celebrate our accomplishments, and reaffirm our shared commitment to educating the whole child through the rich and holistic lens of Waldorf education.

At Golden Valley River, our mission is to nurture each student's head, heart, and hands—cultivating intellectual curiosity, emotional resilience, and practical skill. We integrate the Common Core Standards through the Waldorf curriculum, bringing learning to life through storytelling, the arts, movement, music, handwork, and nature-based experiences. This approach not only supports academic growth but also encourages creativity, empathy, and a love of learning that lasts a lifetime.

This year, our faculty has continued to deepen instructional practices that align with both the Waldorf pedagogy and state standards. Teachers use formative assessments to guide instruction, offer differentiated supports, and provide meaningful challenges for students at every level. Our education specialists and support staff collaborate closely with classroom teachers to ensure all students—especially those needing extra help—receive the interventions and attention they need to thrive.

Community remains at the heart of our work. From seasonal festivals to parent education nights and class plays, these shared experiences connect us and reinforce the values of cooperation, creativity, and stewardship that define our school culture. We are also grateful for our parent volunteers, whose time and energy strengthen our programs and enrich student life in countless ways.

As we continue to grow and evolve, we remain steadfast in our dedication to fostering a learning environment that is academically engaging, socially inclusive, and deeply connected to the rhythms of childhood and nature. Together, we are shaping a vibrant educational experience that honors each child's individuality while preparing them to contribute meaningfully to the world beyond our campus.

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 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.goldenvalleycharter.org
Grade Span	K-8
County-District-School (CDS) Code	34674470114983

School Description and Mission Statement (School Year 2025–26)

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

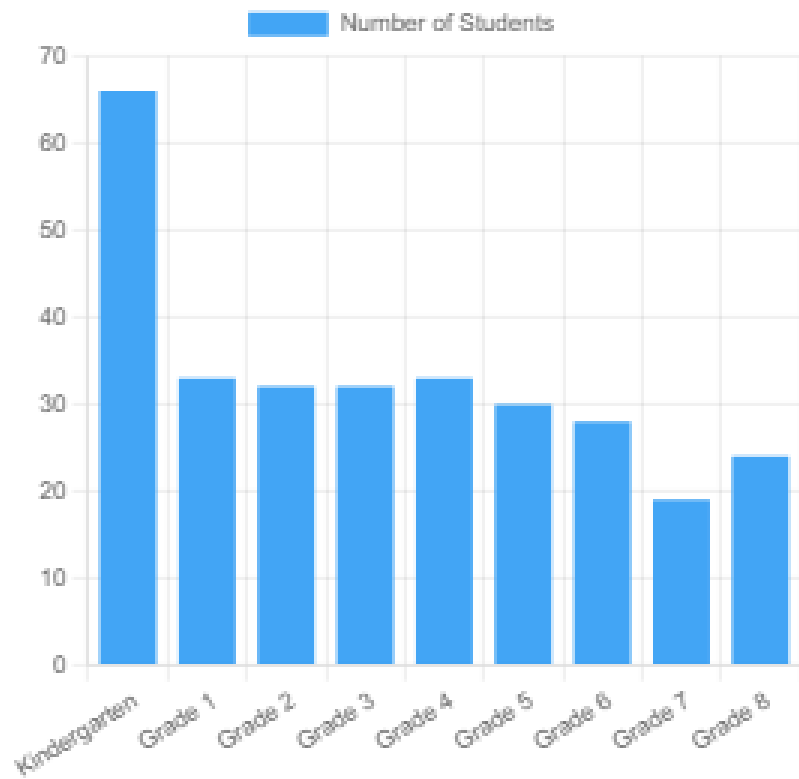
Expanding access for children and families to a community of public Waldorf Schools.

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 2024–25)

Grade Level	Number of Students
Kindergarten	66
Grade 1	33
Grade 2	32
Grade 3	32
Grade 4	33
Grade 5	30
Grade 6	28
Grade 7	19
Grade 8	24
Total Enrollment	297



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.50%
Male	54.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.70%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	19.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	11.10%
White	67.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.00%
Foster Youth	0.00%
Homeless	0.70%
Migrant	0.00%
Socioeconomically Disadvantaged	25.30%
Students with Disabilities	15.50%

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 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	83.24%
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%	277698.00	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 2023–24)

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)	11.10	81.70%	1867.30	76.49%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	7.32%	36.00	1.48%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.32%	94.30	3.86%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	276.20	11.32%	12112.80	4.34%
Unknown/Incomplete/NA	0.50	3.66%	167.10	6.85%	13705.80	4.91%
Total Teaching Positions	13.60	100.00%	2441.10	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	14.20%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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 2025–26)

Year and month in which the data were collected: September 2025

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 River School was inspected by San Juan Unified using the Facility Inspection Tool. The school was evaluated in the following categories: systems (gas leaks, HVAC, sewer), interior, cleanliness, electrical, restrooms, sinks/fountains, fire safety, hazardous materials, structural damage, roofs, playgrounds, and windows/doors/gates/fences. The facility was rated 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: August 2025

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: August 2025

Overall Rating	Exemplary
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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 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	45%	54%	40%	41%	47%	48%
Mathematics (grades 3-8 and 11)	26%	19%	29%	29%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	162	98.18%	1.82%	53.70%
Female	80	80	100.00%	0.00%	66.25%
Male	85	82	96.47%	3.53%	41.46%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	26	96.30%	3.70%	50.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	61.11%
White	119	117	98.32%	1.68%	52.99%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	36	34	94.44%	5.56%	38.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	27	93.10%	6.90%	29.63%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	162	98.18%	1.82%	18.52%
Female	80	80	100.00%	0.00%	15.00%
Male	85	82	96.47%	3.53%	21.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	26	96.30%	3.70%	11.54%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	18	18	100.00%	0.00%	38.89%
White	119	117	98.32%	1.68%	17.09%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	36	35	97.22%	2.78%	17.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	29	26	89.66%	10.34%	7.69%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	24.14%	24.07%	29.38%	28.90%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00%	0.00%	24.07%
Female	25	25	100.00%	0.00%	32.00%
Male	29	29	100.00%	0.00%	17.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	40	40	100.00%	0.00%	25.00%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	25.00%
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 2024–25)

N/A

Career Technical Education (CTE) Participation (School Year 2024–25)

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 Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2024–25)
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%	100%	100%	97%
7	100%	95%	100%	95%	84%

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 2025–26)

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):

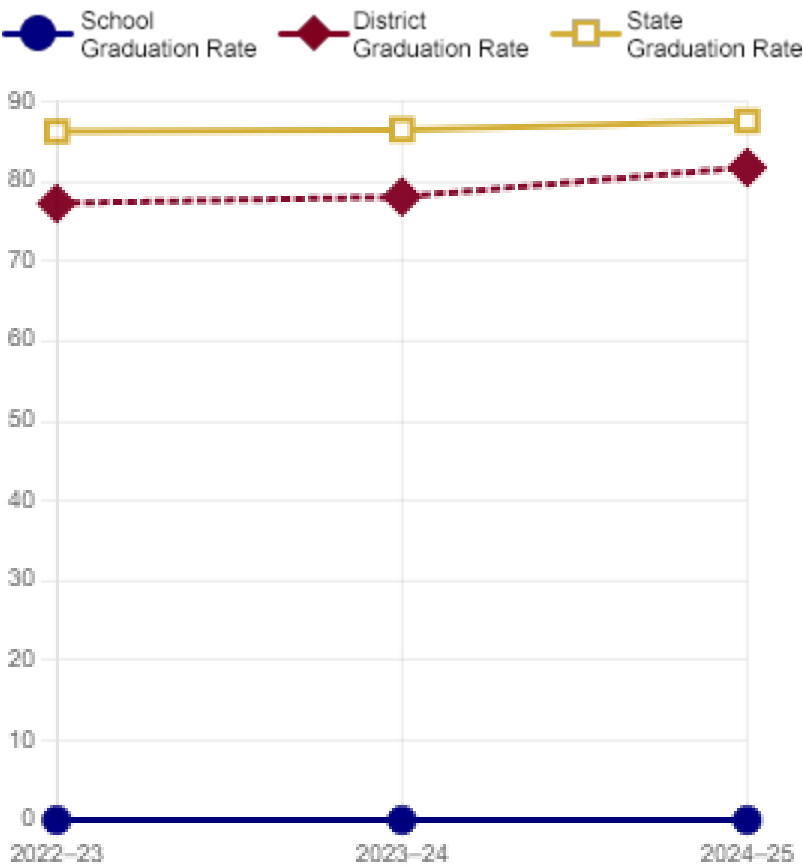
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

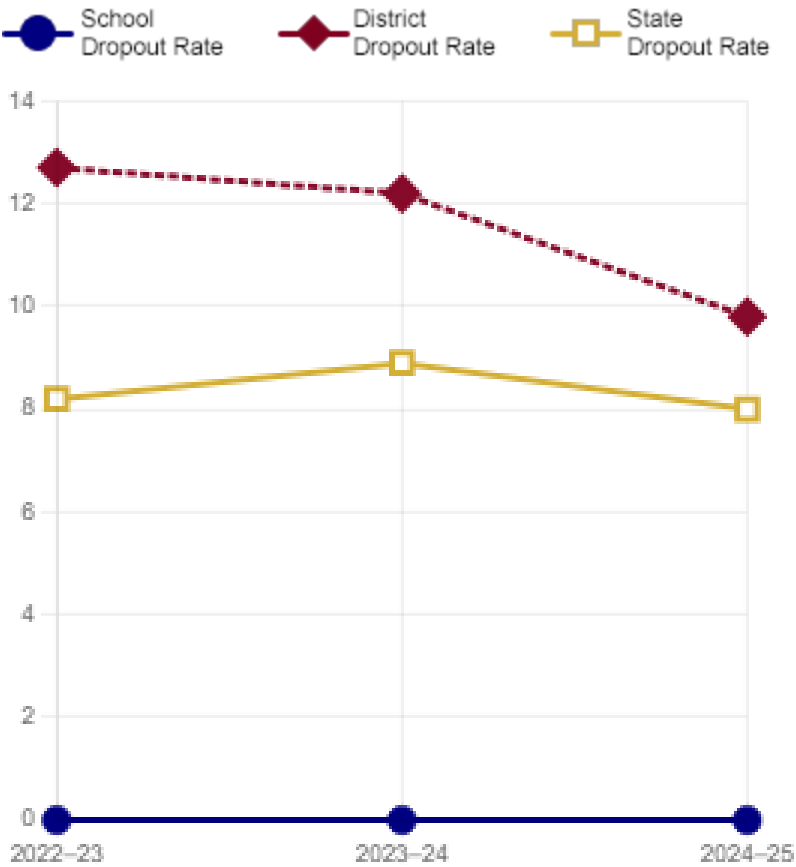
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				77.2%	78.0%	81.7%	86.2%	86.4%	87.5%
Dropout Rate				12.7%	12.2%	9.8%	8.2%	8.9%	8.0%

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



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	311	305	39	12.8%
Female	140	139	14	10.1%
Male	171	166	25	15.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	8	13.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	2	5.9%
White	210	206	29	14.1%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	85	83	18	21.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	55	8	14.5%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.88%	0.93%	0.96%	4.53%	4.89%	3.80%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.05%	0.02%	0.08%	0.07%	0.06%

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96%	0.00%
Female	0.00%	0.00%
Male	1.75%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.94%	0.00%
White	0.95%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.35%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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 2025–26)

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 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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	3		
1	32.00		1	
2	28.00		1	
3	25.00		1	
4	30.00		1	
5	30.00		1	
6	28.00		2	
Other**	38.00	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 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

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 2024–25)

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	1.00
Resource Specialist (non-teaching)	
Other**	0.00

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14866.00	\$4268.00	\$10598.00	\$78767.00
District	N/A	N/A	--	\$90853.00
Percent Difference – School Site and District	N/A	N/A	--	-14.25%
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	46.46%	-24.08%

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

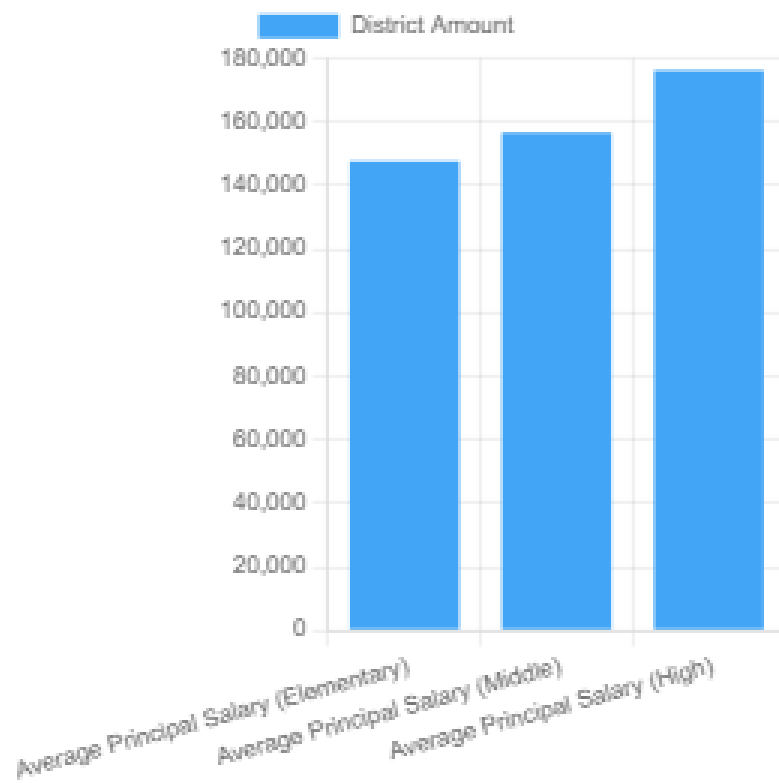
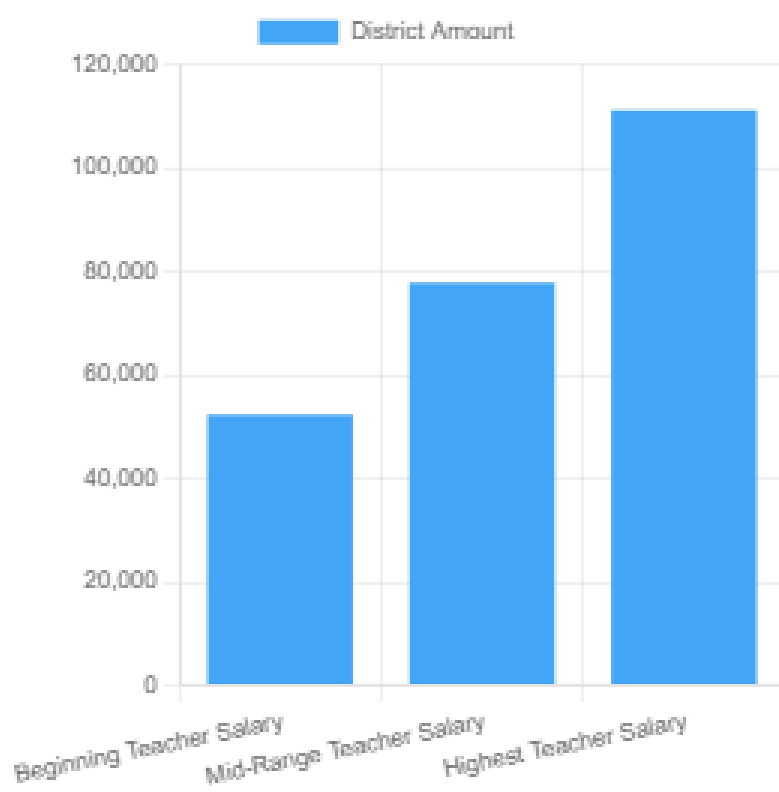
Types of Services Funded (Fiscal Year 2024–25)

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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52217.00	\$60862.67
Mid-Range Teacher Salary	\$77770.00	\$93575.04
Highest Teacher Salary	\$111100.00	\$125548.29
Average Principal Salary (Elementary)	\$147623.00	\$157644.72
Average Principal Salary (Middle)	\$156383.00	\$165340.66
Average Principal Salary (High)	\$176064.00	\$182579.89
Superintendent Salary	\$324066.00	\$357064.20
Percent of Budget for Teacher Salaries	31.36%	30.36%
Percent of Budget for Administrative Salaries	5.58%	4.88%

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 2024–25)

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	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5



GOLDEN VALLEY
CHARTER SCHOOLS

FISCAL POLICIES & PROCEDURES

Approved by Board of Trustees on:
[Date]

INTERNAL CONTROL POLICIES

INTRODUCTION

Internal control policies provide **Golden Valley Charter Schools** with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, **Golden Valley Charter Schools** has additional responsibilities to ensure the public's confidence and the integrity of the school's activities

COMPLIANCE WITH LAWS

Golden Valley Charter Schools will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of Golden Valley Charter Schools:

I. Political Contributions

No funds or assets of Golden Valley Charter Schools will be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of Golden Valley Charter Schools for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited.

Golden Valley Charter Schools also, will not be involved with any committee or other organization that raises funds for political purposes.

The following are examples of prohibited activities:

- A. Contributions by an employee that are reimbursed through expense accounts or in other ways.
- B. Purchase by the organization of tickets for political fundraising events.
- C. Contributions in kind, such as lending employees to political parties or using the school assets in political campaigns.

II. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

- A. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of Golden Valley Charter Schools.
- B. Receipts and disbursements must be fully and accurately described in the books and records.
- C. No false entries may be made on the books or records, nor any false or misleading reports issued.
- D. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

ORGANIZATIONAL CONFLICTS OF INTEREST OR SELF-DEALING (RELATED PARTIES)

Golden Valley Charter Schools will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to Golden Valley Charter Schools or members of its management unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- 1. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- 2. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- 3. Furnishing of goods, services, or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- 4. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the school to an affiliated or unaffiliated organization or a private or related individual.
- 5. Transfer to use by, or for the benefit of a private or related individual of the income or assets of the school.

Organizational Conflict of Interest or Self-Dealing (Related Parties)

Thus, Golden Valley Charter Schools will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals, and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother-in-law, sister-in-law and brother-in-law of a board member or school employee.

Board of Trustees Authorities

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the charter authorizer's pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of Executive Director (iv) Executive Director salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly (with no meetings in July) to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

Signature Authorities

To properly segregate duties within the Charter School, the Executive Director AND the Human Resource Manager OR the designated (approved by the Board of Trustees) Principal are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$25,000.00 will require two signatures prior to check issuance, checks less than \$25,000 require one signature from the approved signatories.

Government Access to Records

The Business Systems Coordinator or contracted business back-office services provider will provide access to the organization's records to the San Juan Unified School District's Charter School Fiscal Unit and provide supporting records, as requested, in a timely manner.

Security of Financial Data

The system's accounting data must be backed up daily by the business back-office services provider to ensure the recoverability of financial information in case of hardware failure. The backup will be stored in a fire safe area and properly secured.

All other financial data, unused checks and unclaimed checks will be secured by Golden Valley Charter Schools 's School Business Systems Coordinator from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

1. Charter and all related amendments
2. Minutes of the Board of Trustees and subcommittees
3. Banking agreements
4. Leases
5. Insurance policies
6. Vendor invoices
7. Grant and contract agreements
8. Fixed asset inventory list

Use of School Assets

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of Golden Valley Charter Schools 's School Executive Director.

Use of School Credit Cards

1. Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued, they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
2. Credit cards have been issued to the following Golden Valley Charter Schools administrators as approved by the Executive Board and with the corresponding purchasing threshold/ limit: The limits of some key personnel may be increased/decreased by the Executive Director or Board of Directors during certain times of the year based on potential upcoming projects.

<i>Title</i>	<i>Individual</i>	<i>Spending Threshold</i>
<i>HIGHEST LEVEL - WELLS FARGO</i>	Executive Director	\$25,000.00
<i>CALCARD</i>	Teacher	\$500.00
<i>CALCARD</i>	Executive Director and Business Systems Coordinator	\$5,000.00
<i>CALCARD</i>	Principals, SPED Director, HR Manager	\$1,000.00
<i>CALCARD</i>	Teacher, Specialists, Office Staff	\$500.00

3. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Business Systems Coordinator, unless not deemed independent than the approval would be by the Board of Trustees.

FINANCIAL MANAGEMENT POLICIES

Basis of Accounting

The Charter School will maintain their accounting records and related financial reports on the “modified cash” basis of accounting for monthly reporting and “Full Accrual” basis at year end.

Accounting Policies

The accounting policies and financial reporting adopted are consistent with FASB – Financial Accounting Board.

Basis of Presentation

The accounts of Golden Valley Charter Schools are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues, and expenditures. Golden Valley Charter Schools uses a Checking Account at Wells Fargo as its Main Fund. This main fund is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred, or goods are received.

Incurred Costs

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows: Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

Cash Management

The school maintains cash accounts at the following banks:

1. Golden Valley Charter Schools has two Operating Account(s) at – Wells Fargo, Wells Fargo
2. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

Grants Receivable Aging Criteria

Accounts receivable outstanding is aged on a thirty, sixty, ninety, and over ninety-day basis.

Grant/Contract Invoicing

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

Budgets

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager or back-office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

Insurance and Bonding

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 1. General liability
 2. Business & personal property (including auto/bus)
 3. Computer equipment
 4. Workers' compensation
 5. Personal injury liability
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
 - 2. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- B. All financial records are maintained in chronological order, organized by fiscal year.
- C. Electronic, scanned, or microfilm copies may substitute for paper if:
 - 1. The system prevents alteration or loss (Gov. Code §12168.7 “Trusted System”)
 - 2. Files remain readable and accessible for the full retention period.
 - 3. Quality-control checks verify accuracy of scanned images.
 - 4. Originals are not destroyed until after required audit and retention window.
- D. In connection with the disposal of any records, a memorandum of record disposal listing the record or the class of records to be disposed of. The Board of Trustees must certify this memorandum of records disposal before secure destruction of items.

Financial Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the school's financial reports, including:

- I. Annually:
 - a. Financial statements for audit
 - b. Annual budget
- II. Monthly:
 - a. Trial balance
 - b. Internally generated budget vs. actual financial statements
 - c. Updating the cash flow projection
- III. Periodically:
 - a. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - b. Other reports upon request

Audit

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with FASB.

While the same audit firm may be used each year, every 3 years the Board of Trustees may select a new firm to complete the annual audit. To quality control the services and ensure that our annual audit is thorough and based on most recent guidelines, the results can then be compared, and the decision made to select the "best" firm to continue working with.

The audit reports will be submitted to the granting agency, (starting 2002) CA Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m)).

Audit/Finance Committee

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

ASSETS

Bank Accounts

The Board shall authorize the establishment of commercial bank accounts for the purposes of school operations. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments.

The General Checking Account shall be the primary account for school needs. Authorized signatories to this account shall be the Executive Director, Human Resource Manager, and a designated (BOT approved) Principal. Checks above \$25,000 must be signed by two authorized, checks under \$25,000 require one signature from the approved signatories.

Bank Accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks: **Wells Fargo**.

LIABILITIES AND FUND EQUITY

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Liability for Compensated Absences

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

Debt

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

REVENUES

Revenue Recognition

The school records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

FACILITIES

Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Systems Coordinator.
- B. The school has adopted standard disposition procedures for Charter School staff to follow, which include an Asset Disposal Form (available in email format), which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

PROCUREMENT POLICIES

The School adheres to the following objectives:

- A. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- B. Make all purchases in the best interests of the school and its funding sources.
- C. Obtain quality supplies/services needed for delivery at the time and place required.
- D. Buy from responsible sources of supply.
- E. Obtain maximum value for all expenditures.
- F. Deal fairly and impartially with all vendors.
- G. Maintain dependable sources of supply.
- H. Be always above suspicion of unethical behavior; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

Purchases

All purchases of goods and services shall be consistent with the approved budget. These purchases shall not require Board approved/executed contracts, with the exception of goods and services in annual amounts greater than \$25,000. The Administration is authorized to make payment of up to \$25,000 on individual items without prior approval from the Board in the following situations:

- Payment of an unexpected or unknown past due bill; e.g. prior year expenses

- Payment for a non-discretionary service already received such as a legal or utility bill
- Payment for necessary services such as a substitute or temp-worker
- Any other expenditure that is deemed imperative to the safe or legal operation of the school

If in the event of an immediate or emergency action where a purchase other than the exceptions is made over the \$25,000 limit/threshold without prior approval, the corrective action would be:

1. The Executive Director immediately notifies the Board Chair to get executive committee approval for the purchase.
2. The purchase is then agendized then it's agendized on the next board meeting for review, so it has the governance oversight that the executive committee saw it and gave approval.

The Business Manager or back-office service provider is required to make a report of any out-of-budget expenditures at the next Board and Budget Committee meetings.

Contracts

Contracts for goods and services, including professional consulting exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing the contract. Length of contracts shall be at the discretion of the Board. In the event of an approved contract exceeding the approved amount, the additional expenses in excess of the approved amount must be approved by the Board.

Contracts exceeding \$25,000 shall be awarded after a bidding process of sufficient duration to ensure competition. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/services without regard to the low bidder being the automatic selection. The Executive Director may make a finding to the Board for sole sourcing a contract exceeding \$10,000. Contracts up to \$5000 per year may be sole-sourced at the discretion of the Executive Director and do not require Board approval if funds are available in the budget. Contracts from \$5001 up to \$10,000 per year may be sole-sourced at the discretion of the Board.

Commitments and Purchase Orders

Purchase orders over \$25,000 must be approved by the Board and by the Executive Director. Purchase orders up to \$25,000 must be approved by either the Executive Director or the Principal.

In the event of an approved purchase order exceeding the approved amount, the additional expenses in excess of the approved amount must be approved by the Board.

Expense Reimbursements

In order to be reimbursed for the use of personal funds to pay for school-related purchases, all purchase requests must receive prior approval from the Business Systems Coordinator and be submitted with a purchase request form. Original receipts must be attached in order to be reimbursed. Reimbursements will be made in the form of a check. Some expenditures that are approved by the Business Systems Coordinator may be determined to be immaterial to

necessitate the purchase request process. It is up to the Business Systems Coordinator to decide if the form is needed.

Lease Agreements

All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

TRAVEL POLICIES

Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service. Reimbursement is allowed for the use of their own vehicle for business-related travel over 5 miles.
- B. All employees requesting mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls paid. In addition, all reimbursements requests must be supported by invoices and receipts, where applicable.
- C. All paperwork is to be turned in within 1 week of the end of trip to receive reimbursement.

CONSULTANTS AND CONTRACTORS

Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. Consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed, or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for several firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for Golden Valley Charter Schools is established.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

- A. Timeliness of Entries
All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.
- B. Support Documentation
All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.
- C. Audit Trail
A complete audit trail is maintained using reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

- A. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Systems Coordinator or back-office business services provider before entering in the accounting system.
- B. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
- C. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and monthly.

- D. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms and are prepared and reviewed by qualified accounting personnel.
- E. In the case of a stale check, defined as a check that has not been deposited by the payee within 90 days of issuance, the school will contact the payee that a stop payment has been placed on the previous check and a new check issued. This will prevent outstanding balances for longer than 90 days.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

- A. Trial Balance
Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.
- B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers
Reconciliations are prepared monthly.

Procedures

- A. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office business services provider to the Executive Director.
- B. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office business services provider.
- C. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

- A. Cash Flow Projection

Golden Valley Charter Schools annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

Golden Valley Charter Schools has internal control systems in place to monitor cash receipts and ensure that deposits are made in a timely manner. Golden Valley Charter Schools also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

1. Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
2. Listed receipts and credits compared to accounts receivable and bank deposits.
3. General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

- A. Mail is opened by Business Systems Coordinator who sorts the checks and forwards them to the Executive Director or the appropriate recipient.
- B. All checks are restrictively endorsed immediately by the Executive Director.
- C. The Office Manager makes copies, prepares deposit slips, and faxes a copy to the back-office business services provider for journal entries.
- D. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
- E. The back-office business services provider reviews and signs off on journal entries.
- F. The back-office business services provider inputs journal entries.
- G. The Executive Director, or his/her designee at each school makes deposits on a daily or bi-weekly basis. If deposits are made other than daily, the deposit is maintained in a secure area with limited access.
- H. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Executive Director and the back-office business services provider monthly.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

1. Special check protective paper and accounting software that automatically assigns the next available check number
2. Match disbursement records against accounts payable/open invoice files
3. Bank statements reconciled to cash accounts and any outstanding checks verified by the back-office business services provider, if applicable
4. Supporting documentation canceled to prevent resubmission for payment
5. Detailed comparison of actual vs. budget disbursements on a periodic basis
6. Separation of duties to the extent possible for an organization the size of the school

Procedures

- A. When the transaction is complete and payment is due, Business Systems Coordinator who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval. A check is prepared by the back-office business services provider and
- A. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
- B. The Executive Director approves checks, after examining the supporting documentation.
- C. After having been approved and/or signed, the checks are mailed directly to the payee by the back-office service provider.
- D. All supporting documents are canceled (i.e., stamped PAID) by the signatory and filed by back-office business services provider.
- E. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
- F. Bank statements are reconciled soon after receipt by either the back-offices business services provider or reviewed by the Business Systems Coordinator.

PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that Golden Valley Charter Schools hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls - Payroll Policies

Procedures

New Employees

- A. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
- B. New employees complete an Application for Employment.
- C. New employees complete all necessary paperwork for payroll.
Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

- A. Employees accrue vacation time based on personnel policy of the Golden Valley Charter Schools.
- B. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
- C. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Golden Valley Charter Schools.
- D. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Human Resources Manager.
- E. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Human Resources Manager and Executive Director.
- F. Before vacation time is paid, a Vacation Authorization Request is to be prepared by the employee, which is reviewed and approved by the Executive Director.
- G. Vacation and sick leave are tracked in Paycom.
- H. A General Journal entry is prepared at year-end to record the accrued vacation liability.
- I. Unused vacation time is based on personnel policy of the Golden Valley Charter Schools.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Keeping

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

Time keeping is approved by the staff and their supervisor.

Procedures

Time Keeping

- A. Hourly and salary employees use Paycom to record their time.

Approval and Collection of Time Sheets

- A. Each employee's time is approved at the end of the period for accuracy.
- B. The supervisor approves each employee at the end of the period for accuracy. Golden Valley Charter Schools will finalize the time keeping and notify the back-office service provider that payroll is ready to start processing.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

Internal Accounting Controls

Time records are periodically reconciled with payroll records by Golden Valley Charter Schools.

Procedures

- A. The total time recorded in time keeping and the number of employees is calculated by the back-office business services provider.
- B. The back-office business services provider verifies gross pay and payroll deductions.
- C. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office business services provider.
- D. The Payroll Register is reviewed and approved by Golden Valley Charter Schools.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash, or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

- A. Reconciliation of Payment and Payroll Withholdings
Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.
- B. Internal Accounting Controls
The back-office business services provider validates and verifies payroll withholdings.

Procedures

- A. The back-office business services provider determines and verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.
- B. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office business services provider.
- C. The back-office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
- D. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee. The back-office business services provider will assist in the setting up of provided withholdings.

DEPRECIATION

Procedures

- A. The school capitalizes all fixed assets when acquired and records the historical cost of these items. In accordance with generally accepted accounting principles, depreciation expense must be recorded. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

COMPUTERS

3 YEARS

OFFICE EQUIPMENT	5 years
VECHICLES	5 years
LEASEHOLD IMPROVEMENTS	Life of lease or 5 years whichever is greater
BUILDING IMPROVEMENTS	20 years
BUILDING	30 years

EXPENSE REIMBURSEMENT

Control Objective

To ensure the school pays for only authorized business expenses.

Major Controls

- A. Travel Policies
The school has adopted policies on travel reimbursement.
- B. Employee Expense Reimbursement Documentation
Employees are required to obtain and furnish documentation for individual expenses.
- C. Internal Accounting Controls
 - 1. Justification for travel approved by Executive Director
 - 2. Documentation for incurred employee expenses
 - 3. Documentation for company credit card purchase.

Expense Advance or Reimbursement

- B. Soon after traveling, but not exceeding one week, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred, attaching originals of supporting documentation.
- C. All credit card purchases are supported by invoices to be reimbursed.
- D. The employee's Travel Report and credit card purchases invoices are reviewed and approved by the Business Systems Coordinator.

MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Executive Director works with the back-office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projections are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

- A. In preparation of the annual operating and capital budget and cash flow projection, the back-office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
- B. To support budgets and projection estimates, the back-office business services provider prepares current year-to-date financial data with projections of year-end totals.
- C. The back-office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
- D. The Board of Trustees approves and adopts the final budgets and projection.
- E. The adopted budgets totals are entered in the General Ledger by the back-office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the Golden Valley Charter Schools are audited by a certified public accounting firm.

Procedures

- A. The back-office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
- B. Golden Valley Charter Schools submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards
- C. The school shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

- A. The school maintains a schedule of required filing due dates for:
 - 1. IRS Form W-2 - Wage and Tax Statement.
 - 2. IRS Form W-3 - Transmittal of Income and Tax Statements.
 - 3. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - 4. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - 5. Quarterly and annual state(s) unemployment tax return(s).
- B. All payroll tax documents, and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.



EXECUTIVE DIRECTOR and/ or INTERIM DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees on March 8, 2023)

Purpose and Objective

This policy focuses on whether the lead administrator is meeting the Board of Trustees' expectations, professional goals, standards, and objectives developed by a collaboration between the Executive Director and the Golden Valley Board of Trustees. These standards and objectives will align with Golden Valley Charter's mission and vision statements, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leaders (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPEs) may be used to guide clear goals and objectives. These metrics are generally consistent year to year, and at any time during an unforeseen circumstance _____.

The Board of Trustees will gather input from the Human Resources Manager, the Special Education Director, the School Principals of each site, and the greater school community members. ~~This policy sets forth guidelines and directions related to the evaluation of the Executive Director.~~

The Executive Director is responsible for ensuring that students are achieving at the highest levels. Recruiting and retaining exceptional school leaders is a means by which our school ensures exceptional achievement through the Waldorf curriculum. It is the Executive Director's responsibility to champion its leaders, educators, and families by building and nurturing trust, encouragement, reward, and candor, and address challenges proactively and in partnership with staff, families, students, and the school community. The evaluation process allows the Board of Trustees to engage formally with its Executive Director about performance strengths and challenges to discuss professional development opportunities.

Objectives For An Executive and/or Interim Director Evaluation

- Foster explicit communications at regular intervals between the Board of Trustees and the Executive Director regarding personal performance, progress towards agency goals, and accountability.
- Develop clear performance measures and goals so the Executive Director's work is aligned with and supports the school's strategic direction,
- Discuss the Executive Director's performance through the school year, allowing for opportunities to revise performance expectations, goals, and professional development plans.
- Create opportunities to discuss long-term leadership needs of the school throughout the year,
- Provide opportunities for professional development where needed,

- Provide an opportunity via self-assessment for the Executive Director to reflect on their performance,
- Evaluate the Executive Director's ability to perform the core competencies of the position and to complete pre-defined goals, recognizing successful completion of goals, and addressing performance issues associated with incomplete goals.
 - Reward performance according to results achieved and behaviors demonstrated
 - Address performance concerns and develop targeted professional development plans to improve performance.

The Golden Valley Charter School (GVCS) Executive Director (ED) is evaluated **annually** following a clear, agreed-upon timeline with the Executive Committee members.

Executive Director Evaluation Timeline	
Month	Tasks
August/September	<ul style="list-style-type: none"> - Jointly establish the Executive Director's goals aligned with the Strategic Plan, LCAP, including but not limited to: Areas of organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, Teamwork objectives * - Collectively establish the Executive Director's goals for the new year. - Collectively establish the Executive Director's professional development/improvement plan (if required)
December/January	<ul style="list-style-type: none"> - 4-5 month progress check-in - If necessary, jointly adjust goals
February/March	<ul style="list-style-type: none"> - Teacher, Staff, and Community Survey sent to all members of the GVCS community. - Scheduling of a closed session 360 interviews and a rubric of Executive Director Performance Evaluation Rubric from the Human Resources manager, the Director of Special Education, and each school site principal. - Additional staff interviews can be conducted as needed
April	<ul style="list-style-type: none"> - Board members will complete the Executive Director Performance Evaluation rubric
May/June	<ul style="list-style-type: none"> - Executive Director completes self-assessment - The Board will summarize assessment results with the Executive Director. - The Board will jointly establish the Executive Director's performance review.

**Objectives will be determined in accordance with the Board procedure, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leader (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPEs). It is the understanding of the Board and the Executive Director that the Board would evaluate the Executive Director's performance based on progress being made towards the achievement of these expectations, along with his/her overall performance relative to the usual responsibilities of the Executive Director.*

Executive Director Evaluation Timeline	
Month	Tasks
August	<ul style="list-style-type: none"> - Jointly establish the Executive Director's goals aligned with the Strategic Plan, LCAP, including but not limited to: Areas of organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, Teamwork objectives * - Identify a collective group of staff (teachers, central office staff, leadership, and/or additional members of need) to be interviewed quarterly. - Collectively establish the Executive Director's professional development/improvement plan (if required)
Septemeber	<ul style="list-style-type: none"> - Review the results of the questionnaire/surveys given to parents and staff - Present to the Board the results of the questionnaire/surveys.
October	<ul style="list-style-type: none"> - Create Board mid-year rubric evaluation of ED goals.
November	<ul style="list-style-type: none"> - Post survey to the school community about the goals of the ED
December	<ul style="list-style-type: none"> - Check in with the leadership team/ collective group with a survey question. - Meet with ED review progress, if needed, adjust goals jointly
January	<ul style="list-style-type: none"> - Create and finalize survey questions to send out to families and all staff.
February	<ul style="list-style-type: none"> - Survey questions remain open till early March, send out reminders. - Plan interviews with a collective group. - Plan a closed session with leadership and the collective group.
March	<ul style="list-style-type: none"> - Hold closed session(s) and interviews with the collective group of staff identified in August.

	<ul style="list-style-type: none"> - In closed session, conduct 360 interviews using open-ended questions and the rubric of the Executive Director Performance Evaluation Rubric. - Additional staff interviews can be conducted as needed
April	<ul style="list-style-type: none"> - Board members will complete the Executive Director Performance Evaluation rubric
May/June	<ul style="list-style-type: none"> - Executive Director completes self-assessment - The Board will summarize assessment results with the Executive Director. - The Board will jointly establish the Executive Director's performance review.

Evaluation Committee

The committee consists of the following members:

- The Board chair and/or Vice-Chair
- Additional Board members, not to exceed a quorum
- Designated staff member ?

The full Board of Trustees ratifies the nominations at the August board meeting.:-

Process

The evaluation process is completed annually by the Board of Trustees, which focuses on the Executive Director's performance against the job description and annual goals. The evaluation involves a multi-part process that includes constructive feedback from key partners, employees, and ensures a comprehensive view of the Executive Director's performance on meeting agency strategic goals, LCAP goals, mission, vision, values, and professional alignment with the Waldorf community. Providing a 360-degree evaluation of the Executive Director's ability to successfully lead the organization.

This process includes:

- A comprehensive performance evaluation and an 'open-ended questions' model form to be completed by each member of the Board of Trustees.
- A comprehensive self-evaluation, including a review of goals by the Executive Director.
- An 'open-ended question' form evaluation to be completed by several agency-wide staff, but not limited to Human Resources, School Leadership, and/or Agency Leadership team members.
- A comprehensive and confidential feedback survey for school community members, families, and staff will be created.
- A compilation of all evaluation materials will be presented to the Board of Trustees members during a closed session meeting before any determination on the Executive

Director's performance, goals, or recommendations on the annual contract of the Executive Director.

- A discussion of the evaluation and recommendations for changes to compensation for the Executive Director will be based on the results of evaluations, constructive feedback, and survey results.
 - The Board of Trustees makes the final recommendations of the following:
 - Rehire the Executive Director with a salary recommendation
 - Rehire the Executive Director with conditions and areas of improvement *
 - Elect to Non-renewal of Executive Director contract *
 - Place the Executive Director on administrative leave pending further action*
- * The Board of Trustees can discuss the recommendations with the Executive Director during closed session, who may choose to respond to the determination of the Board of Trustees. The Board notes the response from the Executive Director, if any, and will finalize their recommendations out of closed session.
- Delivery and discussion of the Board of Trustees evaluation to the Executive Director will be completed by the Board Chair, Vice-Chair, and Human Resource Manager.

At any time if concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustees Chair in writing. During the regular course of the year, the Chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board Chair. An additional evaluation may be required at any time by a majority vote of the Board of Trustees.

Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board. ~~by in This evaluation process will elicit constructive feedback — centered on performance goals that are created — is overseen by the committee in accordance with the timeline. The Executive Director will create goals following an outlined goal summary template. indicated below.~~

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

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

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

~~The evaluation committee is responsible for the solicitation of input from the groups and individuals indicated above.~~

~~In order to assure anonymity and confidentiality, the evaluation forms and comments are to be read only by evaluation committee members, which will be summarized for the Board.~~

EXECUTIVE DIRECTOR EVALUATION POLICY, 2023 Page 1 of 2



Timeline

- ~~September: The committee is organized~~
- ~~February and March: The Committee designs and creates the surveys and questions to be asked.~~
- ~~Early March: The ED submits a self-evaluation.~~
- ~~Early March: An online survey is sent out to the groups for feedback. Interviews with Administration are scheduled.~~
- ~~Late March: The committee collects the feedback and prepares its findings. The findings are discussed with the ED who may choose to respond to the findings. The committee notes the response from the ED, if any, and prepares a final summary of findings.~~
- ~~Early April: The committee, in closed session, presents its final summary of findings to the Board of Trustees without the ED in attendance.~~
 - ~~Faculty delegates to present report to the Board during closed session.~~
- ~~The BOT makes a recommendation based on one of the following:~~
 - ~~— Rehire the ED with a salary recommendation~~
 - ~~— Rehire the ED with conditions~~
 - ~~— Place the ED on administrative leave pending further action~~
- ~~— Non-renewal of contract~~
- ~~The Director Evaluation Committee, in closed session, discusses the recommendation with the ED who may choose to respond to the recommendation.~~
- ~~The Board notes the response from the ED, if any, and approves a final recommendation.~~

Measurements

- Review ~~P~~past performance evaluations with goals and feedback
- Executive Director job description, self-evaluation, evaluation of collaborative SMART goals, completed evaluation ratings, and interview question forms from staff. ~~questions for each group~~ as applicable
- Survey responses across all groups (staff, families, and greater Golden Valley Community.
 - Each group will have similar, but different questions asked that are appropriate/in depth for that group.

Concerns

~~Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustee chair in writing. During the regular course of the year, the chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board chair. An additional evaluation may be required at any time by a majority vote of the Board.~~

~~Due to a governance reorganization with the creation of an Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.~~

~~This policy supersedes all previous policies related to the Principal evaluation.~~

EXECUTIVE DIRECTOR EVALUATION POLICY, 2023 Page 2 of 2

Goal Summary		
Goal	SMART GOAL (aligned with Strategic Plan and Board Evaluation)	Level of Accomplishment (E,M,I,NP)
#1	Organizational:	
#2	Financial:	
#3	Academic:	
#4	Outreach:	
#5	Leadership:	
#6	School Culture:	
#7	Communication:	
#8	Teamwork:	
Level Of Accomplishment: E- Exceeded; M-Met; I-Incomplete; NP- No Progress		

SMART Goal Planning

Executive Director Performance Evaluation
CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS AND THE DESCRIPTIONS OF PRACTICE
<i>The Executive Director will be rated on their efficacy in the following CPSEL standards and Fiscal Stewardship through Governing Board goals:</i>

Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity
Standard 6	External Context and Policy
Standard 7	Fiscal Stewardship
Standard 8	Professional Transparency

Standard 1: Development and Implementation of a Shared Vision		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple</i>		
Element 1B: Developing Shared Vision <i>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all partners</i>		
Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i>		

Standard 2: Instructional Leadership		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE

Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i>		
Element 2B: Curriculum and Instruction <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i>		
Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i>		

Standard 3: Management and Learning Environment		
ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i>		
Element 3B: Plans and Procedures <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i>		
Element 3C: Climate <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i>		
Element 3D: Fiscal and Human		

Resources <i>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</i>		
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Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 4A: Parent and Family Engagement <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i>		
Element 4B: Community Partnerships <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i>		
Element 4C: Community Resources and Services <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i>		

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i>		
Element 5B: Ethical Decision-Making		

<i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i>		
Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students</i>		

Standard 6: External Context and Policy		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 6A: Understanding and Communicating Policy <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i>		
Element 6B: Professional Influence <i>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i>		

Standard 7 Fiscal Stewardship		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 7A: Fiscal Stewardship. <i>Responsibly manage financial resources in alignment with legal requirements and the school's</i>		

<i>educational priorities.</i>		
Element 7B: Fiscal Stewardship.		

Standard 8: Professional Transparency		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 8A: Build positive professional relationships. <i>Leaders promote a culture in which governing board relations with agency authorizers are collaborative, transparent, and professional relationship with the governing board to advance the school's mission and goals.</i>		
Element 8B: Accountability <i>creates clear communication, mutual accountability, and respectful engagement in decision-making processes with board members, school site leadership, parents/guardians, authorizers staff, and board members, which results in their collaborative nature towards building trust.</i>		

		TOTAL SCORE
Standard 1	Development and Implementation of a Shared Vision	/12
Standard 2	Instructional Leadership	/12
Standard 3	Management and Learning Environment	/16
Standard 4	Family and Community Engagement	/12
Standard 5	Ethics and Integrity	/12
Standard 6	External Context and Policy	/8
Standard 7	Fiscal Stewardship	/8
Standard 8	Professional Transparency	/8

Total Score: _____

Descriptions of Practice			
NOT MET INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)
<p>Rarely articulates or aligns the school vision with practice.</p> <p>Demonstrates unethical or unprofessional behavior</p> <p>Rarely addresses the equity or diverse students' needs</p> <p>Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary.</p> <p>Neglects the development of staff skills or growth. Limited collaboration or shared leadership</p> <p>Rarely involves families or community partners. Inefficient or disorganized management of resources. Rarely uses student data to inform instructional approaches to support staff professional growth, no clear system for monitoring academic progress.</p> <p>Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and</p>	<p>The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services.</p> <p>Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student.</p> <p>S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students.</p> <p>S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.</p>	<p>The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being.</p> <p>S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes.</p> <p>The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes.</p> <p>S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students'</p>	<p>The leader manifests the vision of all students graduating ready for college and career.</p> <p>S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being.</p> <p>S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</p> <p>In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups.</p> <p>The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.</p>

professional relationship with the governing board.		diverse assets and needs.	
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Executive Director Evaluation Open-Ended Questions

Please answer the questions below as completely as possible.

Use examples if available to demonstrate specific points.

Return the form to the Board Chair.

Use additional paper if needed.

1. What are the three major strengths of the executive director?
2. What are some limitations in the executive director's performance?
3. What have been the most significant achievements of the executive director over the past year?
4. What external factors have influenced the executive director's performance?
5. In the past year, what difficult issues have faced_____, and how did the executive director bring them to resolution?
6. Have any legal or ethical issues arisen with regard to Golden Valley Charter School operations?
7. How were these brought to a successful resolution?

8. What are areas in which the Board of Trustees could provide better support to the executive director?
9. What should be the organizational goals for the executive director for the coming year?
10. What should be the personal development goals for the executive director for the coming year?

Additional comments:

Print/type name: _____

Signature: _____ Date: _____



GOLDEN VALLEY
CHARTER SCHOOLS

**Student & Parent
Handbook**



Daily Schedule

Kindergarten (M-F)	8:00 am - 11:45 am
First and Second Grades	8:15 am - 2:40 pm
Third through Eighth Grades (M, T, W, F)	8:15 am - 3:10 pm
First through Eighth Early Release Thursdays	8:15am - 12:45 pm

Physical Address

Golden Valley River School

9601 Lake Natoma Dr.

Orangevale, CA 95662

Phone: 916-987-6141

Fax: 916-987-6741

River Attendance: 916-987-6641

Golden Valley Orchard School

6550 Filbert Ave.

Orangevale, CA 95662

Phone: 916-987-1490

Fax: 916- 987-1102

Orchard Attendance: 916-987-1962

School Office Hours (both schools)

Monday-Wednesday and Friday

Thursday

8:00 am – 3:45 pm

8:00 am – 1:45 pm

Central Office

1000 River Rock Drive, Ste. 220

Folsom, CA 95630

916-597-1478

Office Hours:

8:00 am – 4:00 pm

E-Mail

General :

info@goldenvalleycharter.org

Web Site

Golden Valley Charter Schools Web Site:

www.goldenvalleycharter.org

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Parent/Student Handbook

This handbook is designed to help you better understand your school and its policies. Please read it thoroughly. If you have questions or comments, please share them with your child's teacher or ask in the office. Through direct communication and understanding we will serve the students and our community.

Our Mission

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

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

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

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](https://goldenvalleycharter.org/Strategic-Plan), please visit our website. [https://goldenvalleycharter.org/Strategic- Plan](https://goldenvalleycharter.org/Strategic-Plan)

Golden Valley School Song Lyrics

*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 Background

Golden Valley Charter Schools (GVCS) are a network of public charter schools using the three-fold approach of Waldorf Education Methods. We strive to teach the hands, heart, and head of the children we serve and develop a community of families learning and working together. We opened in September 1999 to forty-five students. As of 2023, we have over 500 students in kindergarten through eighth grades enrolled in our two schools.

What is a Charter School?

A charter school is a public school, and it may provide instruction in any grades K-12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and it is usually sponsored by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring board and charter organizers. A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. Charter school pupils are required to participate in all statewide assessments that are applicable to pupils in non-charter public schools. Parents have the right to waive, under specified conditions, state testing requirements for the California Assessment of Student Performance and Progress (CAASPP) System. A charter school cannot disregard or take away this parental right. However, the school is penalized by the state when children do not sit for or complete their testing. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Notice of Non-Discrimination

The Golden Valley Charter Schools does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Jennifer Hoover, Executive Director
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

School Organization

Board of Trustees (BOT)

Our schools are 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 school organization, responsible for ensuring that the school's 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

Charter Management Organization (CMO)

Golden Valley Charter Schools is a Charter Management Organization (CMO), a non-profit entity that manages two or more charter schools. The CMO provides back office functions for their schools to take advantage of economies of scale. In 2015, Golden Valley Charter School became a Charter Management Organization (CMO), overseeing two schools. We are a non-profit entity that currently manages two charter schools, Golden Valley River School and Golden Valley Orchard School.

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, Student Services & Enrollment Coordinator, Accounts Payable technician, Marketing and Development Coordinator, Extended Learning Program Coordinator, IT Coordinator, Special Education Director, and 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. For example, our Compliance Manager took on the role of overseeing our meal program this year.

Executive Director

The Executive Director oversees the Charter Management Organization, central office operations, mentors and supports

school administration, maintains strong rapport with the school districts 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 and its 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 Special Education Director, 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.

Faculty

Class/Grades and Kindergarten Teachers

The purpose of our school 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 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.

Subject Specialists

Subject Specialists offer programs in handwork, music, fine arts, 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. Grades 1-3 have a couple of specialist classes but many programs begin in 4th grade. Many specialists are involved in the after-school program or athletics teams.

Special Education Team

The Special Education Team includes but is not limited to: Resource Specialists, SPED Paraprofessionals, School Psychologist, Speech/Language Pathologist, as well as other service providers as needed. The SPED 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. All full-time employees have been offered Waldorf Teaching Certification.

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 the schools interface with the children and parents to create a healthy learning environment.

Parent Engagement Opportunities

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.

Orchard PC Email: pc_orchard@gvcharter.org

River PC Email: pc_river@gvcharter.org

Parent Service Hours

Each parent is expected to contribute a minimum of 4 hours per month (or 40 hours per year)/per family. The Parent Circle is the first place to go to find out more about the endless list of volunteer opportunities available for parent involvement. There are many opportunities for working parents to volunteer off site.

Board of Trustees (BOT)

Our schools are 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 school organization, responsible for ensuring that the school's 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

K.I.D. Committee

The K.I.D.(Kindness, Inclusion, and Diversity) 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.

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 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.

- **Visit our webpage for more information:** <https://goldenvalleycharter.org/Golden-Valley-Educational-Foundation>
- **Email:** gvef@gvcharter.org

Fundraising

Purpose

This Administrative Regulation sets forth guidelines and direction related to fundraising. The goal is to develop parameters that are in accordance with the vision and mission of the schools, unify all on-going and new fundraising programs, and contribute to the health and the education of the children.

Background

California public schools receive funding from the state to support their educational activities; however, state funding typically is not adequate to fully sustain the schools in their efforts to meet the needs of their students. Therefore, families raise additional funds in a variety of ways to assure that legitimate pedagogical requirements are met, for quality classroom supplies, and to aid in class field trip funds.

At GVCS, families can provide financial support in several ways:

- By making donations to Golden Valley Charter Schools (GVCS) through the Annual Giving Campaign (AGC)
- By participating in Golden Valley Educational Foundation (GVEF) activities
- By participating in individual class fundraisers

Scope

All fundraising activities conducted on behalf of GVCS, whether on or off campus, adhere to the same parameters. These primarily include the following three types of fundraisers:

1. The Annual Giving Campaign (on going for all schools)
2. Large Scale Fundraising Programs (annually)
3. Class Fundraisers (single class fieldtrip fund)

Objectives

The objectives of GVCS fundraising are:

- Support and grow school programs through funding
- Promote understanding of public charter and Waldorf education
- Build community through involvement, giving, and cooperation
- Highlight community talents and services to foster connection

Relevant Fundraising Entities

The GVCS Board of Trustees (BOT) is the governing body of the overall GVCS community. The BOT has overall responsibility for both the fiscal health of the schools and the appropriateness of all fundraising activities associated with the schools. The BOT guides all fundraising entities and activities through signing Memorandum of Understandings (MOU's), setting school policies, and determining the priorities for how fundraising proceeds should be granted to or on behalf of the schools. The BOT is the final decision maker over any fundraising disputes.

The Golden Valley Educational Foundation (GVEF) is an independent, all volunteer, non-profit 501(c)3 whose purpose is to financially support the vision and mission of GVCS. GVEF is the fiscal agent for Large Scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are managed in accordance with good accounting practices for IRS tax purposes. 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.

The Parent Circle (PC) is the primary community building and organizing team for the schools. PC collaborates with all other fundraising parties to ensure parent volunteers are adequately informed and engaged. PC's budget and financial activities are a part of the overall GVEF budget.

The Fundraising Committee is an Ad-hoc Administrative Committee made up of the Principals and Development Manager. The purpose of this committee is to evaluate the appropriateness of newly proposed fundraising events and activities and to ensure they do not conflict with other school activities and fundraising programs. The Fundraising Committee is responsible for all communication with the various elements of the school community (faculty, parent circle, GVEF, parent body, etc.) as appropriate with respect to all fundraising activities to ensure appropriate and consistent messaging. The Fundraising Committee may delegate communication activities to the appropriate Faculty, Staff, and parent committees. The Executive Director is brought in as an authority on business matters at the schools and to ensure the fundraising activities operate in accordance with the MOU's, school policies, and have the appropriate liability.

Types of Fundraisers

TYPE	AUDIENCE	MAX NUMBER	TIMING	LEAD	APPROVAL	BENEFIT	NET
Annual Giving Campaign (AGC)	Enrolled families and extended families	1/yr	July – Oct is the main communication push and a week in Nov/Dec It spans July - June	Development Manager	Executive Director	General fund-Operational	Unlimited-goal set each year
Large Scale	Unlimited	3/yr	Fireworks (June-July) Eagle Chase (Oct), Gala/Auction (Late winter/early spring)	GVEF	BOT/Fundraising Committee	BOT priorities	\$3,000 – unlimited
Class	Enrolled Families +	3/yr 3rd– 6 th grade & 6/yr for 7 th & 8 th grade (Including Festivals)	Throughout the year. Blackout dates are when AGC, & Large Scale are planned.	Class teacher	Principal	Class events and trips	\$300 - \$3,000

1. Annual Giving Campaign (AGC)

What is it?

- The Annual Giving Campaign (AGC) is the flagship fundraising program that obtains pledges and subsequent donations from enrolled families throughout the year and any associated corporate matching to GVCS.

Who leads it?

- The Development Manager leads the operation of the AGC and communicates with GVEF for knowledge of any direct funds from enrolled families to GVEF of AGC participation. The Development Manager collaborates with GVEF, faculty, staff, School Administration, and Parent Circle to obtain pledges and promote the program.

How is the money handled?

- AGC is reviewed and approved by the Executive Director
- The Development Manager tracks and accounts for all AGC pledges
- Proceeds from AGC are unrestricted dollars that fund GVCS on behalf of the schools per the priorities of the GVCS BOT. The goal is to increase participation.

2. Large Scale Fundraising Programs

What are they?

- Large-Scale Fundraising Programs are events or activities that involve not just GVCS families but also the larger community. These include but are not limited to art auctions, major grant applications, corporate donations, capital campaigns, etc. The minimum amount fundraised is \$3000 net to unlimited. The Development Manager will schedule the event once the fundraiser is approved. There is a maximum of three per year.

Who leads them?

- GVEF plans and coordinates Large Scale Fundraising Programs in collaboration with the Development Manager, Faculty, Staff, School Administration, and Parent Circle.
- GVEF designates a specific program chair and a supporting committee to lead and manage the program.
- The fundraising representative must obtain approval from the Development Manager on the design and content of all marketing, communications, and advertising materials at least one month prior to the date of the fundraising event

How is the money handled?

- The budget for these fundraisers must be included in the GVEF annual budget which is reviewed and approved by the Executive Director and BOT per the GVCS-GVEF MOU.
- The GVEF Treasurer ensures expenses are reasonable and relevant.
- Proceeds from Large Scale Fundraisings Programs fund GVEF grants made to or on behalf of the schools per the priorities of the GVCS BOT.

3. Class Fundraisers

What are they?

- Class fundraisers are defined as fundraisers coordinated by one class. The class executing the event or activity receives all the funds. The expected net is \$300 to \$3000. The School Administrator would approve the event. The cap for class fundraisers is three, each for third through sixth grade and six for seventh and eighth grade (including festivals).

Who leads them?

- The Class Teacher designates a specific class parent as Class Fundraiser Chair. The Class Fundraiser Chair works in collaboration with the class teacher. The School Principal will receive the fundraising request. Some requests may need to go to the Fundraising Committee for approval.
- For new class fundraisers, the Class Fundraiser Chair must obtain approval 3 weeks in advance of the event or beginning the activities.

How is the money managed?

- Each class has a designated “Field Trip/Fundraising Account” that is managed by the AP/AR department at the Central Office.
- Proceeds from class fundraisers are deposited into the class’s account by the A/R Department. (Accounts Receivable)
 - Deposit Slips with two signers for the cash count are required. These are available in the Front Office or on the Resource Drive
- Requesting money from the “Field Trip/Fundraising Account” is coordinated through the A/P Department (more detailed information is provided in the Field Trip material).
- GVCS employees should never receive funds directly into their personal accounts, electronically or otherwise.
- The Class Teacher ensures expenses are reasonable and relevant.
- Fundraising for specific classes is generally used to support class events and field trips.
- Classroom and educational materials/supplies are paid for and provided directly by the school and not the “Field Trip/Fundraising Account.”
- ParentSquare Stripe class account is used for accepting electronic payments. Please refer to Processing Electronic Payment for Class Fundraiser.pdf for the procedure

Timing of Fundraisers

The Fundraising Master Calendar for Annual Giving and Large Scale is set by end of August for the year. No class fundraisers are allowed in the beginning of the school year or after May Festival. The Master Calendar has blackout dates for no class fundraisers. The only class fundraisers allowed during the blackout dates are School Administrator approved “on-going” fundraisers, such as weekly plant sales, selling flowers and/or baked goods for evening class plays/winter concert etc. that are 7th or 8th grade led.

Apparel and Class logos

Apparel and/or any class logo type of materials may not be created or sold to the school community. Eighth grade class T-shirts are the only exception and are distributed to the class itself.

New Fundraisers: Approval Process

A fundraising proposal is authorized to proceed if it is approved by the designated parties as stipulated in the Approval Process. A fundraiser may not be implemented until it has been approved by this process.

1. A Fundraising Request Form is submitted to the Principal/Fundraising Committee for consideration.
2. The Principal and Fundraising Committee ask these questions about each Fundraising proposal:
 - ☐ Does the proposed event/activity conflict with the mission/values/priorities of GVCS?
 - ☐ Does the proposed event/activity conflict with the Annual Giving Campaign or Large-Scale Fundraiser? In other words, is it likely that this event/activity will negatively impact the results of the AGC or larger fundraiser? See Master Fundraiser Calander.
 - ☐ Does the proposed event/activity conflict with any other event/activity already on the GVCS Master Calendar? Ex: BOT Meeting, Parent Enrichment, or Festival.
 - ☐ Does the proposed event/activity potential net exceed the minimum of the fundraiser category above? (Example a class fundraiser would not exceed a \$3,000 net).
 - ☐ Is this fundraiser submitted less than 3 weeks before implementation?
3. If the answer to ALL these questions is “No,” then the committee shall accept the proposal request. If the answer to any of these questions is “Yes,” according to a majority vote of the committee, then the committee must either turn down the proposal or ask that it be reworked so that it no longer violates any of the stated requirements. If the proposal is accepted by the Fundraising Committee, it is submitted to the Executive Director for financial and liability review.
4. In the case of a **Class Fundraiser, the principal makes the final decision.** Principal notifies the Fundraising Chair, class fundraising parent or teacher, of the decision including any reasons or suggestions for changes if the request is denied. When a Class Fundraiser is approved, the fundraising chair/class teacher must submit a calendar request for the school calendar.
5. The Fundraising Committee reserves the right to revisit any approved fundraiser in the event any issues develop with the fundraiser or the circumstances of the school change. The Fundraising Committee, at its discretion, may rescind the approval of any previously approved fundraiser.

Calendars

The Charter Management Administration will make the calendar for large fundraising events. When any class fundraiser

is approved, the School Principal communicates it to be placed on the school calendar. No approvals will take place without first consulting the calendar for conflicts or closed periods (see approval process above). This process is the same for recurring events.

Off-Site Fundraisers

Fundraisers that are held off the school site and do not involve the solicitation of families and staff of the school must still be approved by the Fundraiser Approval Process. This includes but is not limited to bake sales, garage sales, car washes and other sales or service activities.

Ongoing or repeated off-site fundraisers (car washes for example) need only be approved one time by the Fundraising Committee.

General guidelines

- Any gift or donation that adversely impacts upon adopted curriculum, infringes on instructional time, or poses a burden or places undue pressure upon students, parents, or school employees at work, in the community or at home will be declined. The Fundraising Committee or the BOT is responsible for making this decision.
- Any fundraising proposal, gift or donation that is deemed contrary to the vision and mission of the school will be declined.
- Participation in fundraising activities is strictly voluntary; students, parents and school employees may not be pressured or coerced in any manner to support such activities.
- In no instance shall participation in or support for a fundraising project be used to determine a student's eligibility to participate in school-related programs or activities.
- All fundraising shall be for predetermined purposes and funds collected may be spent only for those purposes.
- Elementary students, grades TK – 2, are not to be directly involved in fundraising activities without prior approval of the Fundraising Committee.
- Any gift or donation that requires an endorsement of the organization, individual or product must be approved in advance of acceptance of the funds by the fundraising committee.
- All fundraising financial transactions shall be conducted with the highest integrity. All financial transactions are subject to review and approval by the relevant account treasurer.
- All fundraising financial transactions are to comply with the standard accounting and operational practices published by GVEF.
- All fundraising expenses shall be reasonable in terms of and relevant in kind to the spirit and purpose of the activity or event. Any concerns of inappropriate or excessive expenses shall be immediately brought to the attention of the Executive Director. The Executive Director will engage the GVEF Treasurer and BOT as needed to investigate and address.

The Curriculum

Kindergarten

Our play-based kindergarten provides a homelike surrounding for many activities such as watercolor painting, beeswax modeling, sewing, handwork, storytelling, puppet shows and acting out fairy tales. As preparation for the structured curriculum in the grades, practical activities in the kitchen, garden, and classroom encourage the child to imitate work done by adults.

The Heart of Childhood—Imagination- When children are ready to leave kindergarten and enter first grade, they are eager to explore the whole world of experience for the second time. Before, they identified with it and imitated it; now, at a more conscious level, they are ready to know it again, by means of the imagination—that extraordinary power of human cognition—which allows us the “see” pictures in our minds.

The Grades

The grades teachers help their students develop their imagination, concentration, ability to focus and use flexibility of thinking as well as learn subject material through the use of stories, verses, rhythmic activities, tongue twisters, songs, movement, concentration exercises, and artistic activities during the first two hours of each day called the Main Lesson. One subject is explored in depth for a period of three or four weeks. During the Main Lesson the students listen to stories and write and illustrate their own textbooks (main lesson books). After recess there are practice periods during which basic skills previously introduced are practiced and deepened in simulated life experiences. Specialty Subjects, which include form drawing, painting, beeswax modeling, music, flute or recorder, handwork, games, Spanish, and drama complete the curriculum. Please note that the Spanish classes offered at Golden Valley cannot be counted toward high school college-prep Spanish.

Ideally, class teachers continue with their classes from one year to the next. The class teacher and the children get to know each other very well, and it is this teacher who becomes the school’s closest link with the parents of that class. This experience of class community is both challenging and deeply rewarding to teachers. Having to prepare new subject matter as their students get older from year to year is a guarantee of a fresh start each year. Children begin to see that a human being can strive for a unity of knowledge and experience.

Specialty Classes

Specialty classes are an integral part of the curriculum inspired by Waldorf Education.

Games

Physical education is an integral part of education that contributes to the development of the individual through planned movement and physical activity. The need for movement is met with traditional games and by combining and refining basic motor skills through running, turning and climbing. Sportsmanship and social development, rather than competition, are emphasized. The results of a well-balanced games program are that young men and women have attained maximum motor development and can move with ease, confidence, and a sense of well-being. Beginning in the fifth grade, GVCS students participate in events with students from other schools. In the fifth grade, they participate in the Pentathlon; in sixth grade, they participate in the Medieval Games; in seventh grade, Orienteering; and in eighth grade, a track meet.

Music

Music is brought to the children as another language that they can grow to understand and love. Through singing together, they begin to place themselves with others in society. Beginning in first grade, children sing and play pentatonic flutes. This helps them develop the art of listening while exploring rhythm, words and melody. As they progress through the grades, children move from songs in unison to the beginning of harmony work (the singing of rounds) and the playing of more complex instruments, such as diatonic flutes and recorders. With their musical comprehension and skills building from year to year, become familiar with music notation, play in ensemble, and sing in directed choral groups by the time they reach sixth, seventh and eighth grades.

Handwork

The handwork curriculum grows along with the children, progressing with them and supporting them through their developmental stages.

Handwork begins in kindergarten as the children explore the worlds of fiber, color, and form. In the first grade, children learn the basic knit stitch and create practical projects in wool or cotton. In second and third grades, this is continued with purling and crochet, which add new movements and require more focus on each row and stitch. In fourth grade, when children undergo a change in consciousness toward individuality, the curriculum reflects this more elaborate stage in their development by teaching cross-stitch. In fifth grade, we begin woodworking and more complex knitting projects, which support the students in their efforts to explore and carve out their newfound individuality. In seventh and eighth grades, we learn hand sewing, machine sewing, and woodwork.

Handwork and woodworking are valuable in the development of intellectual clarity, fine motor skills and inner calm. They allow children to experience the self-confidence and joy that come from the creation of something beautiful and practical.

Gardening

Gardening with a Specialty teacher begins in third grade as children are introduced to garden processes in an introductory way. Students through the years will work on tilling and toiling, harvesting, seed saving, composting and sowing seeds.

Engaging the hands in work which engages gross and fine motor skills developed through Practical Arts such as handwork and gardening helps to build synapses in the brain that directly correlate with cognitive development especially logic and mathematical cognition.

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 eurythmy 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.

Cultural Studies

Cultural Studies is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. 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.

Virtues Project

Golden Valley is excited to be working with The Virtues Project[™] as a character education program. Each month, the Faculty chooses a "Virtue of the Month" and that Virtue is featured in the weekly school gatherings that are held every Friday morning. This is a wonderful way for the children to learn about virtues that are present in all of us, and to share with the whole school community artistic offerings that focus on virtues.

Virtues: The Gifts of Character

Assertiveness	Diligence	Integrity	Reliability
Caring	Enthusiasm	Joyfulness	Respect
Cleanliness	Excellence	Justice	Responsibility

Commitment	Flexibility	Kindness	Self-Discipline
Compassion	Forgiveness	Love	Service
Confidence	Friendliness	Loyalty	Tact
Consideration	Generosity	Moderation	Thankfulness
Cooperation	Gentleness	Modesty	Tolerance
Courage	Helpfulness	Orderliness	Trust
Courtesy	Honesty	Patience	Trustworthiness
Creativity	Honor	Peacefulness	Truthfulness
Detachment	Humility	Perseverance	Understanding
Determination	Idealism	Purposefulness	Unity

The Connection Between Home and School

The Parent/Teacher Team

The family unit is the foundation of Waldorf education that the school can only augment. Therefore, the teachers at Golden Valley Charter School feel it is essential that the home support and complement what we are striving to achieve in the classroom. The child's need for rhythm, good nutrition, and sensory protection is of utmost importance. Children who are protected from the sights and sounds of media, fed wholesome food, and provided with daily and weekly rhythms at home will truly benefit from the rich language of the stories and artistic activities they experience at school. Let us look at some of the ways family life can support the educational program at GVCS.

Technology/Media

Due to the known negative effects that media has on child development and a child's ability to take in the Waldorf methods curriculum, we request that our parents eliminate or limit their children's media/technology use such as computer, radio, video, CD, TV, MP 3 players (iPod) and movies. By doing this, the children's minds are left open to take in the rich curriculum they experience each day at school.

Rhythm/Rest

Providing your children with daily rhythms, such as regular chores and set meal and bedtimes within your daily and weekly schedules will enable them to develop self-discipline and the sense of security they will take into their adult lives. In this modern world our lives have become so busy and hectic that we sometimes forget that we all need "down time in order to breathe". Also, children who are well rested come to school able to concentrate and work. Children often need nine to eleven hours of sleep a night, depending on their age.

Festivals and Celebrations

Throughout the year, each school celebrates festivals to connect us with the cycles of nature, establish a yearly rhythm for the children, and strengthen our community. Festivals help us nourish ourselves through the sharing of stories, food, songs, and activities linked to the seasons and expressed with beauty and reverence. In addition to the community wide festivals, teachers celebrate festivals in the classroom; including those connected to different cultures being studied in class.

Opening Day - Rose Ceremony

Our school year begins with Opening Day. The takes place on the first day of school in the morning. Traditionally, our eighth-grade students welcome the first-grade students into the grades. Each eighth-grade student hands a first-grade student a rosebud as a symbol of their blossoming from early childhood into the magical, middle years of childhood. The faculty and staff often welcome our families back with song.

Year End – Closing Rose Ceremony

Each school celebrates the end of the year with a closing ceremony individualized to the school, as each school community is unique.

Festival of Light (River)

This quiet, school-centered festival takes place in Fall at the River School. The event is open to the public.

Journey Around the World (Orchard)

This Multi-Cultural festival is an inspiring day full of children's handcrafts, nourishing food, storytelling, music, and other fun activities. This event is open to the public and all are welcome so bring the whole family!

May Festival & Picnic

The May Day Festival takes place on or near the first weekend in May. Our eighth graders dance the May Pole accompanied by live music as a rite of passage. River's is generally the last Saturday of April, while Orchard's is generally the first Saturday of May.

8th Grade Graduation

We celebrate and say farewell to our eighth graders with a Graduation Ceremony. Graduation usually takes place in the Multi-Purpose Room in the evening of the last day of school. Many of our students have shared their learning experiences together as a class for eight years —some of them have been together since kindergarten!

Traditionally, the seventh-grade students and their families plan and execute the ceremony. Parents prepare and serve food, and students hand out programs and usher parents, grandparents and friends to their seats. In addition, seventh graders often play music for the ceremony – usually “Pomp and Circumstance.” Our graduations are an intimate and special experience for all.

Communication and Problem Solving

Communication Resources for our Community

We do our best to communicate information about current school-sponsored events, news, policies, volunteer opportunities, and classroom activities to our parents and students.

- **The Parent Handbook:** This Handbook is designed to provide an overview of school policies and daily procedures. We ask that parents refer to the Handbook and the website for answers to general questions.
- **The Newsletters:** The Community News is our school newsletter, and it is intended to keep our community informed about school activities including updates by grade, events such as festivals and fundraisers, and sign-up for special programs. The newsletter is bi-weekly via ParentSquare. Copies can be obtained in the school office if you do not have access to internet. Your written contributions are welcome and may be submitted to the editor via email for review before publication.
- **ParentSquare:** is a platform for school to home communications. Golden Valley administrators, staff, and faculty use this platform to communicate information, newsletters, volunteer opportunities, student absences, events, sports, clubs, and more to our community. Families can choose how to receive information once they are registered. A parent directory is held on this system as well as school calendar, photos, and files.
- **Event Flyers:** Your student may periodically bring home flyers about events, festivals, classroom activities, or other school sponsored events. Please ask your child, “Did you bring something home from school today?” to help them get into the habit of bringing flyers home to you when their teacher hands them out.
- **Class Newsletters/Emails:** Your Class or Kindergarten Teacher may send out weekly or monthly class newsletters or emails to keep you up to date about classroom activities, assignments, and events.
- **Website:** Information about the school is located on the website. We have a Golden Valley Website and each school’s website can be accessed from there. For answers to general questions, please refer to the website.

Parent/Student Communication during the School Day

There are times when parents need to communicate with their children during the school day. In order to facilitate communication while at the same time honoring instructional time, we ask that you use the following procedures to help us minimize classroom interruptions and impact on teachers and office staff.

- **Urgent Messages:** If you have an urgent message, office staff will take the information and pass on to the teacher as soon as possible. We do not relay emergency messages directly to the student. We will wait for a parent to come to the school to pick up your child.
- **Non-Urgent Messages:** The office staff does their best to get messages to students, but due to the nature of the school day, it is not always possible. If absolutely necessary, please call the school office to leave a message for your child. The message will be left in the teacher’s mailbox in the office or brought to the classroom before pick-up.

**Note: Please keep in mind that the office is very busy at the end of the day, and it is often difficult to deliver messages at that time, especially right at dismissal time. We cannot guarantee that children will get messages if parents call at dismissal time.*

- **Play Dates and Carpool Arrangements:** We ask that parents make arrangements for play dates and carpools in advance. This relieves stress on your child and respects office staff time as well. Students are prohibited from using school phones to facilitate play dates and after school plans.
- **Dropping off Lunch or Homework:** Please come to the school office to drop off lunches or assignments. The office staff will do their best to get the item to the student at the earliest break in instructional time.
- **Calling Home:** Students will be allowed to call home only if they come into the office with a green pass signed by their teacher. A student may call home in cases of illness or emergencies. Children may not call home to arrange play dates or other social activities. Please help them organize their day before they arrive to school.

Parent/Teacher Communication

Golden Valley teachers spend an extraordinary amount of time and energy preparing lessons and working with your children. They are also happy to address any specific concerns or questions you have outside of class time. You may drop off a message in your teacher's mailbox in the school office, email your child's teacher, or leave a message on his or her voice mail, and your child's teacher will get back to you as soon as possible. E-MAIL communication is a convenience regularly used. Email is a tool for arrangements, confirmations and information. Do not register complaints via e-mail. Email communication is to be used for relaying routine information pertaining to school and class business and not used for student specific information or issues needing discussion. Concerns or complaints do not necessarily signal a crisis. They are a natural outcome of providing care, and they offer an opportunity for change and improvement.

We ask that parents refrain from interrupting teachers during class time, especially right before school starts. It is best to set up individual time when the teacher can give his or her full attention to you.

Parent Concerns

Should you have a concern or question related to your child's classroom experience, please speak with the teacher directly. If you do not feel that there has been resolution, please let the teacher know. If necessary, you may bring your concern to the school Principal. If appropriate, a follow-up meeting may be scheduled.

Parents will have scheduled opportunities to discuss their child or their child's class with their Kindergarten or Class Teacher.

Fall Parent/Teacher Conferences

Kindergarten and Class Teachers meet with parents in November to discuss their student's progress. The teacher will provide sign-up sheets in early November so that parents can re-organize their work schedules to accommodate these important Parent/Teacher meetings.

Parent Meetings

Kindergarten and Class Teachers schedule at least three Parent Meetings per year. All parents are required to attend at least two of these meetings and encouraged to attend all of them – this is where parents and teacher discuss classroom activities, behavior, curriculum, and field trips, and learn more deeply about the curriculum and what is happening in the classroom community.

Spring Parent/Teacher Conferences

Two days in March are set aside for Spring Parent/Teacher Conferences. These conferences are not mandatory but are another opportunity for parents and teachers to discuss student progress. Teachers and/or parents can schedule a meeting if they have a concern about their student.

Confidentiality

To maintain a supportive, friendly relationship between parents, teachers, staff, and students, parents, as well as students are asked to refrain from discussing teachers, students, and other parents in a manner that would be interpreted as gossip. "Parking lot talk" is discouraged. We ask that you speak directly to the person or persons involved to resolve issues.

Questions/Where to Address Concerns

As a public Waldorf school community, we recognize the role of parent as the primary educators of their children. Therefore, we value communication as a key to the success of all children entrusted to our care. Questions that arise through participation in our school community are best addressed at the point of origin through direct communication and

it is important that you are guided to the proper source for answers. This communication chart serves as a guideline and should assist parents and school community members in contacting the appropriate staff and/or faculty members with questions or concerns. We encourage direct communication with the faculty or staff most immediately involved with your question or concern as the first contact. If the issue is not resolved and the staff and/or faculty is informed, progress through the flow chart below to the next contact.

If your question or concern does not seem to be addressed below, please do not hesitate to contact the office for further direction.

Questions/Concerns	First Contact	Second Contact	Third Contact
Academics	Teacher	Principal	Executive Director
Athletics	Coach	Athletic Coordinator	Principal
Before & After Care	Eagle's Nest Site Lead	Principal	Executive Director
Behavior	Teacher	Principal	Executive Director
Enrollment	Central Office Enrollment Coordinator	Executive Director	None
Medical	School Office	Teacher	Principal
Policy	Teacher > Principal	Central Office	Executive Director> BOT
Safety	Teacher	Principal	Central Office> Executive Director
Special Education	RSP/Case Manager	Principal	Education Support Director/Executive Director
Specialty Class	Teacher	Principal	Executive Director
Student Records	School Office	Central Office Student Services Coordinator	Executive Director
Volunteer	Teacher	School Office	Principal

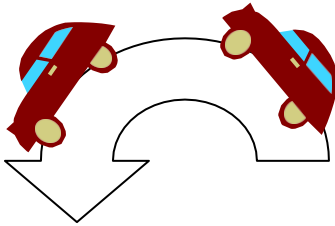
School Procedures and Protocol

Drop-Off and Pick-Up

RULES FOR DROPPING OFF AND PICKING UP IN THE “LOOP” SAFETY ZONE

All students must be picked up and dropped off in the loop unless a parent parks and walks on to campus for pick-up/drop-off. We understand that there may be congestion caused by traffic in the loop, so we are providing you with a few guidelines:

- Keep Moving
- Please pull into the loop on the side closest to the school, drop off or pick up your child quickly, and pull out.
- Stay Right
- The right lane of the parking loop is for drop off and pick up only. Do not drop off students in the left lane. Drivers waiting in the right lane should pull forward to allow for those behind them to enter the loop. The left lane may be used for pulling out after you have picked up your child. Please do not pull into the left lane, pass cars on the right and then “nudge” your way between folks who have been patiently waiting in line on the right.
- No Parking in the Loop
- If all drivers follow this simple rule by not parking in the loop, we can keep it accessible to all who need it. This rule applies from 8:00am until 3:30pm.



Drop-off Procedures

Please park in the parking lot or on the street and walk up to the campus to drop off and pick up your child whenever possible.

We suggest that students arrive 10 minutes before the beginning of their school day to have time to transition between home and school. School personnel are available to supervise children 15 minutes before the start of school, and parents are liable for the welfare of their children up until 15 minutes before the beginning of the school day.

Pick-up Procedures

Please pick up your child promptly at the end of the school day. Supervision ends 15 minutes after school ends.

If your child is not picked up, every effort will be made to contact you. All children not picked up by 3:25pm will need to be signed out by a parent, guardian, or emergency contact. A record will be kept of all late pick-ups. If no one on the Emergency Card can be reached, the Sheriff or Child Protective Services (CPS) may be called. Please see the After School Pick-up Policy for more details.

Children are not allowed on campus after school hours unless they are attending a school activity with their parents or if they are participating in an After-School Enrichment or Aftercare Program.

Parking

We encourage parents to park and walk up to campus to drop off and pick up their children. This fosters community and safety. However, we do ask that you please be courteous to our neighbors when parking on the street. Do not block driveways even “just for a minute.”

Walking or Riding a Bike Home

If your child lives close enough to the school to walk or ride a bike home, parents must provide the school office with a permission note that includes the child's route home and a parent signature. This permission note must be updated at the beginning of each school year. Ask the school office support staff for details.

After-School Late Pick-up

School is released daily at 11:45 pm for Kindergarten, 2:40 pm for 1st-2nd grade and 3:10 pm for 3rd- 8th grade. ALL grades students are released at 12:45 pm on Thursdays. Unless students are participating in an authorized pre-arranged, school sponsored activity, they must be picked up at dismissal time. Students who are not picked up 15 minutes after school dismissal will be brought to the office and staff will call ALL contacts on the student's Emergency Card until someone can be reached. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date contact information, including information for individuals other than the parent(s)/guardian(s) who are authorized to pick up the child. Children will not be released to anyone who is not listed on the student's Emergency Card on file in the school office at the time of pick-up. This includes carpool and daycare drivers.

All parent(s)/guardians(s) and people authorized to pick-up students must go into the office and sign the Late Pick-up Log. The office will verify identity before releasing the student. Remember students will not be released to anyone who is not currently listed on the Emergency Card.

School staff and personnel are unable to provide supervision for students after school. As stated in Penal Code Section 11165.2, it is the responsibility of the parent(s)/guardian(s) of the student to provide care and supervision. If students are left in the office beyond 30 minutes from the end of any school day, we may have no choice but to report the concern to law enforcement or Child Protective Services.

Procedure for Repeated Late Pick-ups

- Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
- Letters/emails sent to parent(s)/guardian(s) communicating the number of Late Pick-ups
- SART (Student Attendance Review Team) meeting to discuss attendance
- Possible call to law enforcement or Child Protective Services

Early Releases

Children will not be released to anyone who is not listed on the student's Emergency Card on file in the school office - this includes carpool and daycare drivers. It is the responsibility of the parent(s)/guardian(s) to provide up-to-date information for the Emergency Card. Children will be brought to the office to be signed out by the authorized person signing the Early Release Log. The office will verify identity before releasing the student.

Process for Early Dismissals

If your child needs to be taken out of school before the regular dismissal:

- Send a note to the teacher clearly stating the expected time of Early Dismissal and who is expected to be picking them up.
 - Come to the office to sign your student out with your photo ID for identity verification.
 - Do not go to the classroom to get your child.
 - The office will call for your child.
 - Expect to wait in the office until after morning/lunch recess is over as necessary.
 - Students will not be released to anyone not listed on the Emergency Card.
 - The students must be signed back into school if they return before school is dismissed. Procedure for Repeated Early Dismissals
1. Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
 2. Letters/emails sent to parent(s)/guardian(s) communicating the number of Early Releases
 3. SART (Student Attendance Review Team) meeting to discuss attendance

Tardies

At Golden Valley Charter School, the rhythm of the day necessitates that all students attend school from the very first minute of class. Therefore, the school defines tardiness as arriving at the classroom door after the Teacher has greeted the children and the school day has begun. Being even one minute late is considered a tardy.

The school gates are open, and the school yard supervision begins 15 minutes before the official beginning of the school day. We strongly encourage all families to arrive early and build in a grace time for their morning routine. All children need at least a few moments to arrive, settle in, and get to the door, and most benefit from 10-15 minutes of time at school before the school day begins. In short, we urge all families to arrive well before the ringing of the morning bell.

It is our goal at Golden Valley Charter School to communicate clearly with parent(s)/guardian(s) regarding the importance of being to school on time. We do this in a number of ways:

- Verbal or written communications with parent(s)/guardian(s).
- Letters/emails sent to parent(s)/guardian(s) communicating the number of student tardies.
- Personal administrative meetings with families to discuss the importance of being on time.
- Periodic articles in the Community News which explain the importance of being on time.

Remember, tardiness is defined as arriving at the classroom door after the Teacher commences class, even if only one minute late. Copies of attendance records and all correspondence and written communication about attendance-related problems will be placed in a student's academic records.

If tardiness occurs, the following set of progressive steps may be taken by the school:

- Verbal reminders to the parent(s)/guardian(s) by school staff, as appropriate.
- First letter/email sent home as a warning after the 5th tardy for the year.
- Second letter/email sent home after the 10th overall tardy notifying parents that a SART meeting in person or by phone will be required

Attendance Policy

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the student's mental or behavioral health;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, ophthalmologic, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Justifiable personal reasons, when accompanied by a written request by the parent or guardian and approved by the Principal or his/her designee, including, but not limited to:
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a holiday or ceremony of his/her religion
 - d. Attendance at religious retreats
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
7. Serving as a member of a precinct board for an election pursuant to Elections Code § 12302.
8. Spending time with a member of the pupil's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Principal.
9. If a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours, including absences to care for a sick child for which the school shall not require a note from a doctor.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural (habits, practices, beliefs, and traditions of a certain group of people) ceremony or event.
12. For the purpose of a middle school or high school student engaging in a civic or political event (voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls), provided that the student notifies the school ahead of the absence. A middle or high school student who is absent under this bullet is required to be excused for only one school day-long absence per school year. A middle or high school student who is absent under this bullet may be permitted additional excused absences in the discretion of a school administrator.
13. Authorized at the discretion of a school administrator. Attendance at religious retreats shall not exceed four hours per semester.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during

the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Unexcused Absences/Truancy for Classroom Based Attendance

The Executive Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy without a valid excuse on ten occasions in one school year, or any combination thereof. Such students shall be reported to the Director or designee.

The parent/guardian of a student classified as a truant shall be notified of the following:

 - a. The student is truant;
 - b. The parent/guardian is obligated to compel the student to attend school;
 - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;

- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
 - e. Alternative educational programs are available through the School;
 - f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code section 48264 if found away from home and absent from school without a valid excuse;
 - g. The student may be subject to suspension, restriction or delay of his/her driving privilege; and
 - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
2. Upon his/her first truancy, a student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.
 3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peace officer. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from the school. If the student transfers from that school, the record may be forwarded to the school receiving the student's school records. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.
 4. Upon his/her third truancy within the same school year, the student will be classified as a habitual truant and may be referred to, and required to attend, an attendance review board or a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.
 5. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following:
 - a. Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
 - b. Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable.
 - c. Attendance of a court-approved truancy prevention program.
 - d. Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

Reports

The Executive Director, or designee, shall gather and transmit to the Board the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.

Independent Study (Non-Classroom Based Attendance)

All attendance for independent study programs shall be in accordance with current law and regulations.

Before and After School Care Program

Eagle's Nest

Our Expanded Learning Opportunity Program—Eagle's Nest—provides an enrichment program inspired by Waldorf Education for your child. This program mandated by the state of California, registration priority is given to low-income students, English language learners, foster youth, and homeless youth.

Enrollment Process

In July of each year, the Eagle's Nest application for the upcoming school year will become available on ParentSquare. Parents must also complete an accurate and complete Meal Application to complete the registration process for Eagle's Nest. The number of available spots for students is dependent on mandatory staff-to-student ratios. A lottery will be held at the beginning of August, directly following the school registration days, and families will be notified of their acceptance or placement on a waitlist on ParentSquare. Students that register after the August registration day will be placed on the waitlist until a spot becomes available (all communication will occur via ParentSquare).

Attendance

Students must attend each day they attend school, unless they have medical/dental appointments, sports or recreation obligations (and should inform the Site Leader of temporary change to schedule), funerals, and family emergencies. Excessive unexcused absences may result in students being excused from all Eagle's Nest programming for the remainder of the school year. Once students are signed out by an adult, they are not permitted to return to Eagle's Nest that day.

After-School Care

Parents must register their students for after-school care and receive confirmation that their student has been accepted into the program, before they can attend the program. Students will be provided with a daily snack, have dedicated homework time and help, structured physical activity/recreational games, and will have the opportunity to participate in numerous enrichment activities. Aftercare operates from school dismissal to 6:00 pm. Three late pick-ups from families will result in a student being removed from the program for the remainder of the school year. Aftercare is provided every instructional day.

Non-Instructional Days

In addition to operating every instructional day during the school year, Golden Valley provides an additional 30 non-instructional days. Students do not need to participate in the instructional day program to participate in the non-instructional days. There will be separate registration for each day (or set of days). Students that enroll and do not show up for the non-instructional day(s) may be barred from participating in future non-instructional day programming. Registration for non-instructional days will be done on Parent Square and will open at least three weeks prior to the scheduled day(s).

Morning Care

Morning Care is NOT a component of Eagle's Nest and families do not need to register their student to attend morning care. Staff will supervise students from 7:00 am to 8:00 am in the Multipurpose Room. Breakfast will be served from 7:30 am to 8:00 am, if students wish to eat breakfast at school. Morning care is provided every instructional day.

Meal Program

As part of the California Universal Meals program, Golden Valley Charter Schools offers two nutritionally adequate meals each day of the instructional calendar, free of charge to any student that requests a meal. All meals must be consumed on campus. All meals meet the USDA school meal nutritional standards.

Meal Service Times

Breakfast- 7:30 am to 8:00 am in the Multi-Purpose Room

Lunch- 12:15-12:45 in the Multi-Purpose Room

CHILD NUTRITION CIVIL RIGHTS GUIDANCE & COMPLAINT PROCESS

The Civil Rights compliance guidance applies to the following programs:

- National School Lunch Program
- School Breakfast Program

Civil Rights Overview

Sponsors agree to administer these programs in accordance with Civil Rights Laws. Sponsors must ensure equal access to all eligible participants regardless of race, age, color, sex, national origin, or disability. All participants must be treated in the same manner.

The goals of Civil Rights include:

- Eliminating barriers that prevent or deter people from receiving benefits of government sponsored or funded programs.
- To provide equitable treatment to all in the delivery of programs and services to all applicants, participants, and beneficiaries of a federal program.
- To ensure that all applicants and participants understand their rights and responsibilities
- To show respect and dignity to all

Civil Rights requirements for Child Nutrition Programs can be found in FNS Instruction 113.1.

USDA FNS Protected Classes

A protected class refers to any person or group of people who have characteristics for which discrimination is prohibited based on law, regulation, or executive order. Protected classes in the Child Nutrition Programs are:

- Race
- Age
- Color
- Sex
- National Origin
- Disability

Discrimination is the treatment or consideration of, or making a distinction in favor or against, a person based on the group, class, or category to which the person belongs. Examples of unlawful discrimination include:

- Giving one group or type of participants larger or extra helpings of food
- Separating genders
- Failing to provide children with a dietary disability accommodating meals
- Failing to provide program information to all potential program applicants

Collecting and Reporting Participant Data

All schools that participate in a USDA Child Nutrition Program must have a system to collect the racial and ethnic data of program participants in accordance with FNS Instruction 113-1. This data is used to determine the state's compliance with

Federal Civil Rights laws. This information is strictly for statistical reporting requirements and has no effect on the determination of eligibility for program benefits. This data is maintained in a confidential file for 3 years plus the current year and this information is restricted to authorized school personnel and other authorized state and federal personnel, when requested.

Golden Valley Charter Schools collects this information on free and reduced-price meal applications. Applicants may first check one of the two boxes with regard to ethnicity:

- Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin, regardless of race.
- Not Hispanic or Latino

Applicants may then check one or more of the second set of boxes with regard to race:

- American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
- Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Pakistan, The Philippine Islands, Thailand, and Vietnam.
- Black or African American – A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or Other Pacific Islands.
- White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Self-identification or self-reporting is the preferred method of obtaining characteristic data. USDA regulations state that “respect for individual dignity should guide the process and methods for collecting data on race and ethnicity.”

Public Notification Systems

Golden Valley Charter Schools annually notifies the public of their participation in the program. Notification to applicants and participants includes information regarding program availability, program rights and responsibilities, the procedure for filing a complaint, and the policy of nondiscrimination.

The public notification system includes the following elements:

- **Public Release:** the public is informed of their program rights and responsibilities and the steps necessary for participation in the program.
- **Display of “And Justice for All” poster:** schools display the “And Justice” poster in the correct size (11” x 17”) in a prominent location where it is visible to all participants in the program. The poster provides the USDA address and phone numbers that the public can use to file a complaint if they think their civil rights are violated.
- **Nondiscrimination statement:** all informational materials, including websites used by schools to inform the public about FNS programs will contain the nondiscrimination statement. The nondiscrimination statement will be included, in its entirety, on all program materials. Examples of items requiring the statement include, but are not limited to:
 - Public Release
 - Notification letter for free/reduced-price meals
 - Promotional Literature
 - Websites
 - Menus

If the material is too small to permit the full statement to be included, the material will at a minimum include the statement, in print size no smaller than the text that “The USDA and the CDE are equal opportunity providers and employers.”

Reasonable Accommodations for Persons with Disabilities

Reasonable food substitutions or modifications are required for a student with a dietary disability if a medical statement is

on file that is completed and signed by a licensed physician. The CDE Medical Statement form or a written medical statement (i.e. prescription) is required for each child that has a disability. This written medical statement must clearly identify the child's:

- Disability
- Major life activity or bodily function affected by the disability
- Diet prescription
- Food or foods to be omitted from his or her diet
- Reasonable food or choice of foods that must be substituted in his or her meals

A child with a disability will be provided with reasonable dietary accommodations when that need is supported by a written medical statement. The USDA does not require meals for a child with a disability that involves dietary restrictions documented in the written medical statement to meet the current mandated meal patterns.

The Medical Statement Form to Request Meals and/or Accommodations may be found on CDE's Web page at <http://www.cde.ca.gov/ls/nu/cr/documents/medstat.doc>.

Non-Severe Food Allergies and/or Food Intolerance

The school food authority is not required to make food substitutions for children with non-severe food allergies or food intolerances, who do not have a disability. The School Food Authority may choose to make reasonable food substitutions, at their discretion, for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Determinations are made on a case-by-case basis. Any accommodation must meet the mandated meal pattern. A medical statement for a child who does not have a disability must be signed by a licensed physician, physicians' assistant, or nurse practitioner.

In accordance with USDA regulation, for students with lactose intolerance or a nonlife threatening milk allergy, no other beverage can be substituted for milk except a lactose-free beverage that meets the nutritional requirements of milk.

School food authorities are not required to make food substitutions based on food choices or food preferences.

Reasonable accommodations also refer to ensuring that participants with a disability have physical access to programs and services; such as easily accessible entrances.

Reasonable Accommodations for Persons with Limited English Proficiency (LEP)

- The (District Name) Food Service Department distributes the Application for Free and Reduced Meals in English and Spanish.
- The online application is available in English and Spanish.
- The menus are distributed and posted on the school nutrition website in English and Spanish.
- The "And Justice for All" poster, which includes information on how to file a complaint of discrimination, is displayed and provided in both English and Spanish.
- The District translator assists Spanish speaking callers or visitors who have questions regarding child nutrition services.
- Assistance is received from the office of the Director of Curriculum, Accountability and Continuous Improvement for other language speakers.

Preventing Overt Identification

Overt identification is any action that may result in a child being recognized as potentially eligible to receive or certified for free or reduced price school meals. A child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits; certification and notification of eligibility; provision of meals in the cafeteria; and the point of service. The names of those eligible to receive free or reduced-price meals will not be published, posted, or announced in any manner.

Students eligible for free or reduced-price meals will not be required to:

- Work for their meals
- Use a separate lunchroom or other service area
- Go through a separate serving line

- Enter the lunchroom through a separate entrance
- Eat meals at a different time
- Eat a meal different from the one sold to children paying the full price
- Use a method of payment or distribution of tickets or tokens different from the method used by children paying full price

Menus items will not differ at different school sites based on the percentage of free and reduced-price students in the population. For example, a school with an 80% free and reduced-price population will not receive reduced choices or different menu choices than a school with a 25% free and reduced-price population.

The information on rosters and computer screens at the point of sale is coded to avoid other students discerning any student's eligibility status.

Training

The Director of Food Services will provide annual training to Food Service Child Nutrition Program staff in the following topics:

- Collection and use of data
- Effective public notification systems
- Complaint Procedures
- Compliance Review Techniques
- Resolution of noncompliance
- Requirements for reasonable accommodation of persons with disabilities
- Requirements for language assistance
- Conflict resolution
- Customer Service

Site Compliance Reviews

During each school year Food Service Supervisors conduct site monitoring reviews for each meal programs. Food Service Supervisors check to ensure:

- There is no overt identification of students
- There is no disparate treatment based on anyone's protected class.
- The "And Justice for All" poster is prominently displayed.

None compliance requires a corrective action and follow-up visit. Completed monitoring forms and corrective actions are sent to the food service office where they are reviewed by the Director of Food Services and/or designee. Further follow-up or action may be warranted based on these reviews.

Customer Service

The Golden Valley Charter Schools Food Service Department is committed to treating all of our customers with dignity and respect. We aim to provide excellent customer service regardless of race, age, color, sex, national origin or disability. We welcome questions concerning our programs and aim to consistently provide full and timely information to enable our customers to make necessary decisions.

Conflict Resolution

The Food Service Department recognizes the right of all of our customers to file a complaint. We also recognize that there may be many occasions when conflicts may be resolved in house. The department is committed to exerting every effort in providing solutions when conflicts arise by seeking to listen to understand; demonstrating empathy and discovering needs; identifying barriers to a resolution and overcoming those barriers; turning problems into possibilities; and whenever possible finding a win/win solution.

CHILD NUTRITION PROGRAMS CIVIL RIGHTS COMPLAINT PROCEDURE

A complainant may at any time avail themselves of their right to file a complaint via the School Nutrition Programs Civil Rights Procedure.

An allegation will be determined to be a Civil Rights complaint in the Child Nutrition Program if it is alleged that the program is administered or operated in a manner that results in disparate treatment of services being provided to persons or groups of persons because of their protected class. Unlawful discrimination may be considered intentional or unintentional.

The protected classes for filing a discrimination complaint against a Child Nutrition Program are: race, age, color, sex, national origin, or disability

Any person who believes they have been discriminated against based on protected classes has the right to file a complaint within 180 days of the alleged discriminatory action.

A Civil Rights complaint may be verbal, written, or observed. A complaint may also be anonymous and will be handled the same as any other complaint as long as sufficient information is provided to proceed with an investigation. Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a complaint. If the complaint is verbal and the person alleging discrimination is not inclined to put the allegation in writing, the Civil Rights Coordinator is responsible for obtaining all pertinent information and developing a written complaint on behalf of the complainant.

The Civil Rights Coordinator:

Jennifer Hoover
1000 River Rock Dr, Suite 220, Folsom, CA 95630
jhoover@goldenvalleycharter.org
(916) 542-7481

All Civil Rights Complaints will be documented on a Civil Rights Complaint Log whether verbal or written. The Civil Rights Coordinator will attempt to collect the following information for insertion into the complaint log:

- The name, address, and telephone number or other means of contacting the complainant.
- The specific location and name of the entity delivering benefits.
- The nature of the complaint or action that lead to the charges being filed.

If the nature of the complaint appears discriminatory the Civil Rights Coordinator will attempt to collect the following information:

- The basis on which the complainant feels the discrimination occurred. In order to be considered a Child Nutrition Civil Rights complaint, the complainant must feel discriminated against based on one or more of the protected classes.
- The names, titles, and addresses, if known, of persons who may have knowledge of the discriminatory action or situation.
- The dates that the alleged discrimination occurred, or the duration of such action.

All complainants will be given a Civil Rights Complaint Form and/or Civil Rights Coordinator completes form with complainant. The complainant may choose to mail the Civil Rights Complaint Form or return to the Civil Rights Coordinator who will then forward to the Child Nutrition Program, Civil Rights Coordinator in Sacramento or the USDA, Director, Office of Civil Rights in Washington D.C. The complaint form will be forwarded within 3 working days to:

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342

Or

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992
Federal Relay Service 800-877-8339 (English)
or 800-845-6136 (Spanish)

If the complainant does not wish to provide information to the Golden Valley Charter Schools Rights Coordinator they may file a complaint directly with the California Department of Education, Nutrition Services Division in Sacramento or the USDA, Director, Office of Civil Rights in Washington D.C.

Persons wishing to file a Civil Rights program complaint of discrimination may complete the USDA Program Discrimination Complaint Form, found online at: http://www.ascr.usda.gov/complaint_filing_cust.html or available on request from the Civil Rights Coordinator.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- **Mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- **fax:** 833-256-1665 or 202-690-7442; or
- **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

Meal Program Complaint Form

The purpose of this form is to assist you in filing a complaint with the Golden Valley Charter Schools. You are not required to use this form; a letter with the same information is sufficient. However, the information requested in the items marked with a star (*) must be provided, whether or not the form is used.

1. State your name and address:

Name: _____

Address: _____

Telephone No.: Home: () _____ Work: () _____

2. *Person(s) discriminated against, if different from above:

Name: _____

Address: _____

Telephone No.: Home: () _____ Work: () _____

3. * Agency and department or program that discriminated:

Name: _____

Any individual if known: _____

Address: _____

Telephone No.: () _____

4. What is the most convenient time and place for us to contact you about this complaint?

If we will not be able to reach you directly, you may wish to give us the name and phone number of a person who can tell us how to reach you and/or provide information about your complaint:

Name: _____

Tel. No.() _____

5. If you have an attorney representing you concerning the matters raised in this complaint, please provide the following:

Name: _____

Address: _____

Telephone No.: () _____

6. *To your best recollection, on what date(s) and location(s) did the alleged discrimination take place? Earliest date of discrimination: _____

Most recent date of discrimination:

Location of discrimination:

7. Complaints of discrimination must generally be filed within 180 days of the alleged discrimination. If the most recent date of discrimination, listed above, is more than 180 days ago, you may request a waiver of the filing requirement. If you wish to request a waiver, please explain why you waited until now to file your complaint.

[illegible]

8. * Please explain as clearly as possible what happened, why you believe it happened, and how you were discriminated against. Indicate who was involved. Be sure to include how other persons were treated differently from you. (Please use additional sheets if necessary and attach a copy of written materials pertaining to your case.)

[illegible]

9. Please list below any persons (witnesses, fellow employees, supervisors, or others) if known, whom we may contact for additional information to support or clarify your complaint.

Name: _____

Address: _____

Telephone No.: () _____

10. Do you have any other information that you think is relevant to our investigation of your allegations?

11. What remedy are you seeking for the alleged discrimination?

* We cannot accept a complaint if it has not been signed. Please sign and date this complaint form below.

Signature

Date

Please feel free to add additional sheets to explain the present situation to us.

12. How did you learn that you could file this complaint?

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Health Examinations, Immunizations, Oral Health & Communicable Diseases

Health Examinations

I. Health Examination Certificates or Waivers

On or before the 90th day after a student's entrance into first grade at Golden Valley Charter Schools (the "School"), all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver. If the student fails to provide the required documentation, the student will be excluded from the School for not more than five days. In limited circumstances, up to five percent of the School's first grade enrollment may obtain exemptions from exclusion if the School contacts the student's parents/guardians at least twice before the 90th day after entrance to the first grade and they refuse to provide either a certificate or waiver. These exemptions shall only be used in extraordinary circumstances, including, but not limited to, family situations of great dysfunction or disruption, including substance abuse by parents or guardians, child abuse or child neglect.

II. Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

- A. **Vision Appraisals:** During the kindergarten year, or upon first enrollment in the School if it is the student's first entry in a California school, and in grades 2, 5 and 8, the School shall appraise the student's vision. The school need not appraise a student's vision in the year immediately following the student's first enrollment or entry if the student's first enrollment or entry occurs in grade 4 or 7. The appraisal shall include tests for visual acuity, including near vision and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Classroom teachers are responsible for continuous and regular observation of the student's eyes, appearance, behavior visual performance, and perception that might indicate vision difficulties. Where a student's school performance begins to give evidence that the existence of the problem might be caused by visual difficulty, a visual evaluation shall be done in consultation with the school nurse.

A student's vision may be appraised by using an eye chart or any other scientifically validated photo-screening test. Photo-screening tests shall be performed, under an agreement with, or the supervision of, an optometrist or ophthalmologist, by the school nurse or a trained individual who meets requirements established by the CDE.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon, a physician assistant, or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color vision. Parents/guardians may also avoid the testing and observation if they file with the School Director a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the School's Director a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The

student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School Director is satisfied that any contagious or infectious disease does not exist.

- B. Hearing Testing:** The School will provide for the testing of hearing of each student enrolled in the school in kindergarten or first grade and again in second, fifth, eighth, tenth or eleventh and first entry into the California public school system. The School may request a waiver for the hearing screening test for tenth and/or eleventh grade pupils once each school year. The waiver request will include the dates of the school year for which the waiver is requested and an alternative testing plan that will ensure that each pupil at risk of hearing loss will receive testing services.

Pupils at risk of hearing loss are: those exposed to loud noises, including loud music, pupils that have been referred for testing by a parent or teacher, repeat tests for those pupils for whom there was a previously documented problem, pupils who have not had a hearing test for three years; and any student who has enrolled for the first time in the School.

Each student enrolled in a special education program, other than those pupils enrolled for a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individual education program team's evaluation of each individual student.

The School will provide parents/guardians of children who fail the hearing tests with a written notification of the test results and recommend that a medical and audiological evaluation be obtained under certain circumstances identified in regulation.

Dates and results of all screening hearing testing shall be recorded on each pupil's health record. The School will prepare an annual report of the school hearing testing program using Annual Report of Hearing Testing forms, PM 100, provided by the State Department of Health Services.

The School shall endeavor to follow the equipment standards, test environments, and testing procedures identified in Title 17 of the California Code of Regulations, section 2951.

The Executive Director, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

The School Director may make reports to the Governing Board regarding the number of students found to have physical problems and the effort made to correct them from time to time. The reports shall in no way reveal the identity of students.

III. Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to require immunization of all students against preventable diseases.

- A. Admission: Students** shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

The School shall not unconditionally admit or advance any pupil to the 7th through 12th grade levels unless the

pupil has been fully immunized against pertussis (whooping cough), including all pertussis boosters appropriate for the pupil's age.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

- B. Exemptions from Requirements:** A student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician or surgeon to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that immunization is not considered safe. The statement should include the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician or surgeon does not recommend immunization. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Beginning January 1, 2020, a child who has a medical exemption issued before January 1, 2020 shall be allowed continued enrollment in the School until the child enrolls in the next grade span. On or after July 1, 2021, the School shall not unconditionally admit or readmit a student or admit or advance any pupil to 7th grade level, unless the pupil has been immunized in accordance with Health & Safety Code section 120335 or the parent or guardian files a medical exemption form that complies with Health & Safety Code section 120372.

Beginning January 1, 2021, the form that is compliant with Health & Safety Code section 120372 shall be the only documentation of a medical exemption that the School may accept.

If California's Department of Health Services (the "Department") revokes a student's medical exemption, the student has 30 days to commence the immunization schedule required for attendance at the School. During this 30-day period, the student may continue in attendance at the School. Alternatively, the parent/guardian may appeal the revocation through the Department's appeal process. The student will continue in attendance during the pendency of the appeal and will not be required to otherwise comply with immunization requirements unless and until the revocation is upheld on appeal.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

Oral Health

By May 31 of each school year, students entering kindergarten or the first grade (who have not attended kindergarten) must present proof to the school of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional. The oral health assessment must have been performed no earlier than 12 months prior to the date of initial enrollment.

A student may be excused from this requirement if his/her parent or guardian indicates on the approved form provided by the school one or more of the following reasons apply:

- The oral health assessment poses an undue financial burden on the parent/guardian;
- The parent/guardian lacks access to a licensed dentist or other licensed or registered dental health professional; or
- The parent/guardian does not consent to the assessment.

Notice: Upon initial enrollment in kindergarten or first grade, the school will notify parent/guardians of the required oral health assessment on the California Department of Education approved form.

Report to County Office of Education: By July 1 of each year, the school will submit a report to a system designated by the state dental director for the collection of those reports or the County Office of Education containing the following information:

- the total number of pupils in the school who are subject to the oral health assessment requirements of the statute;
- the total number of pupils who submitted proof of an assessment;
- the total number of pupils who could not complete the assessment due to financial burden;
- the total number of pupils who could not complete the assessment due to lack of access to a dentist;
- the total number of pupils who could not complete the assessment because their parents/guardians did not consent;
- the total number of pupils who are assessed and found to have had caries experience;
- the total number of pupils who are assessed and found to have untreated decay;
- the total number of pupils who did not return either the assessment form or the waiver request to the school

Communicable Diseases

If the school office is notified that a student from a particular class has a verified communicable disease, we send an exposure notice to the class via ParentSquare. The following is a list of the diseases and conditions that qualify for notification.

- Chicken Pox
- Ringworm
- Conjunctivitis
- Scabies
- Covid 19
- Fifth's Disease
- Scarlet Fever
- Head Lice
- Shingles
- Impetigo
- Strep Throat
- Mononucleosis
- Whooping Cough
- Pinworms

Administration of Medications, Anti-Seizure Medication, Emergencies, Opioid Antagonist Administration, and Head Lice

I. Administration of Medications

The following policy regarding the administration of medications is applicable when the staff of Golden Valley Charter Schools (the “School”) is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the School will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.
- A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the front office staff.

Responses to the Parent/Guardian upon Request: The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School Director.

Authorized Personnel: A designated School employee who is legally able to and has consented to administer or assist in

administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication: Medication for administration to students shall be maintained in the office of the School nurse in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the School Director, the School nurse or other designated School employees.

Medication Record: The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

Deviation from Authorized Health Care Provider's Written Statement: If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School Director, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.

Specialized Physical Health Care Services for Individuals with Exceptional Needs:

A. **Authorized Personnel:** The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

- Qualified persons who possess an appropriate credential issued pursuant to Education Code sections 44267 or 44267.5
- Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, pursuant to 5 C.C.R. § 3051.12, of a credentialed school nurse, public health nurse or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to include all of the following:
 - Routine for the pupil;
 - Pose little potential for harm for the pupil;
 - Performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;

- Does not require a nursing assessment, interpretation, or decision making by the designated school personnel
- Persons providing specialized physical health care services for students with exceptional needs shall demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally.

Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training.

II. Administration of Emergency Anti-Seizure Medication

A. Definitions

“Authorizing physician and surgeon,” as used in this policy, may include, but is not limited to, a physician and surgeon employed by, or contracted with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

“Seizure Action Plan” means a written, individualized health plan designated to acknowledge and prepare for the health care needs of a student diagnosed with seizures, a seizure disorder, or epilepsy.

“Volunteer” means an employee who (1) has volunteered to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure, (2) has been designated by the Charter School; and (3) has received training in accordance with the Education Code.

B. Administration of Emergency Medical Assistance

If a student diagnosed with seizures, a seizure disorder, or epilepsy has been prescribed an emergency anti-seizure medication by the student’s health care provider, the Charter School, upon receipt from the student’s parent or guardian, may designate one or more volunteers as the student’s school to receive initial and annual refresher training, based on prescribed standards, regarding the emergency use of anti-seizure medication from the school nurse or other qualified person designated by an authorizing physician and surgeon.

A school nurse, or if the school does not have a school nurse or the nurse is not onsite or available, a properly trained volunteer may administer emergency anti-seizure medication in accordance with the Education Code to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure.

The volunteer training shall be in line with the minimum standards of training established by the Superintendent of Public Instruction and shall include all of the following:

- Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
- Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation, approved by the United States Food and Drug Administration, or any successor agency;
- Basic emergency follow up procedures;
- Written materials covering the information required by statute.

An employee who volunteers may rescind their offer to administer emergency anti-seizure medication at any time, including after receipt of training.

Upon receipt of a parent or guardian’s request for assistance with administration of anti-seizure medication, the Charter School will distribute a notice to all staff at least once, but no more than two times per school year, with

the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after training.

Upon receipt of a parent or guardian's request for assistance with administration of anti-seizure medication, the Charter School shall notify the parent or guardian that the student may qualify for services or accommodations pursuant to 29 U.S. C. section 794 (Section 504) and the federal Individuals with Disabilities Act (IDEA), and that the parent or guardian understands that it is the parent or guardian's right to request a 504 plan or an individualized education program at any time.

If there are no volunteers at the student's school, the Charter School shall notify the parent or guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 and the IDEA.

Seizure Action Plan: Before administering emergency anti-seizure medication or therapy, the Charter School shall obtain from the student's parent or guardian a seizure action plan that includes all of the following:

- Authorization, in writing, for the medication to be administered to the student at school;
- Authorization shall be renewed each school year, unless needed sooner;
- A copy of a statement, in writing from the student's health care provider that includes the following: 1) student's name; 2) the name and purpose of the medication; 3) the prescribed dosage; 4) the method of administration; 5) the frequency with which the medication may be administered; 6) detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary; 7) the circumstances under which the medication may be administered; 8) any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number; 9) a protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time the student should be under direct observation;
- How and where the emergency anti-seizure medication will be stored at the school;
- A signed notice verifying that the parent or guardian was given the information about Section 504 and the IDEA and that the parent or guardian understands that it is the right to request a plan under Section 504 or an IEP at any time;
- A signed notice verifying that a student's seizure may be responded to, including with the administration of emergency anti-seizure medication prescribed to the student, by a nonmedical professional who has received appropriate training.

If the Charter School obtains written consent, the seizure action plan shall be distributed to any school personnel or volunteers responsible for the supervision or care of that student.

The Charter School shall notify the nurse, or the charter school administrator (or designee) if there is no nurse, if an employee at the school administers an anti-seizure medication to a student. The notice shall be kept on file in the nurse's office or the school administrator's office.

III. Emergencies

- A. First Aid and CPR:** All teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency

personnel will be called to assist.

- B. Resuscitation Orders:** School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed. The School Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.
- C. Emergency Contact Information:** For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.
- D. Emergency Aid to Students with Anaphylactic Reaction:** The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414 and any regulations promulgated in line therewith.

Trained School personnel may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at School or a School related activity when a physician is not immediately available.

For purposes of this policy, “anaphylaxis” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction and exercise.

IV. Opioid Antagonist Administration

The School will provide emergency hydrochloride or another opioid antagonist (“Opioid Antagonist”) to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.3 and any regulations promulgated in line therewith.

Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School’s supply of Opioid Antagonist shall be restocked before its expiration date.

If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student’s parent/guardian.

V. Head Lice

Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice.

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN)

advocate that “no-nit” policies should be discontinued. “No-nit” policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings’.
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by non-medical personnel.

In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to School when reexamination by the nurse, a designee, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be re-examined by the nurse as appropriate to ensure that re-infestation has not occurred.

Safety

Golden Valley Charter Schools strives to provide a safe and secure environment for everyone it serves. In the event of an emergency, Golden Valley has emergency and safety plans in place.

Safety Drills

To increase awareness and preparedness regarding school safety, Golden Valley holds regular emergency drills. The school has at least two Lockdown Drill per year as well as monthly Fire Drills.

Safety Protocol

Disasters and Emergencies

In case of disaster or emergency, key elements include:

- Parents will be notified via our automated phone and email system.
- All school staff must remain on campus until all children are released.
- All students must remain at school, under the direction of classroom teachers, until the emergency no longer exists, and it is safe for parents/guardians to enter the campus and pick up their children.
- Only parents or authorized persons may pick up children from school. School personnel will check Emergency Cards for names provided by parents or guardians before releasing any child—especially in the case of an emergency.
- School personnel will be under orders from legal, military or civil defense authorities during emergencies. All orders must be obeyed.
- If school buildings are unsafe to occupy, children will be assembled by class in open, outdoor areas or taken to another place of safety.
- Children will not be allowed to use school phones to call parents during an emergency. Lines must be kept open for emergency incoming calls and notifications from authorities.

How Parents Can Help

- Make certain the school always has your correct address and telephone number.
- Discuss safety protocol with your children and emphasize that s/he remain calm and cooperative during an emergency. Under no circumstances is any child to leave school premises without a parent or guardian.
- Telephone the school if a potentially dangerous situation seems to be developing.
- Campus Visitors
- For the safety of our students, all visitors (including parents) must sign in at the school office when they arrive and wear a Visitors Pass. Please see our Visitors Policy for more information.

Safety Concerns

If you notice a potentially unsafe condition, please report it immediately to the school principal. Reports may be made about safety, harassment or anything that has contributed or may contribute to a student, school employee, or parent feeling unsafe, or damage to school property.

Student Information

Change in Student Information

It is vitally important that the school office be notified immediately with a change of address, phone number(s), or emergency contact information during the school year. If you have a change, please come into the school office, and fill out a contact change form.

Child Custody/Divorce

It is extremely important that parents communicate with the school about custody situations. Please provide us with

current Court Documents and contact information for custodial parents for us to have full understanding of your family's custody agreement.

Golden Valley faculty, staff, and administration will not sign documents to further the case of one parent over another, nor will they honor requests to do so outside of court-mandated agreements. Golden Valley employees will cooperate with court-appointed mediators or counselors with signed permission from both parents.

Excusing Your Child from Physical Activities (Games)

If your child has a temporary physical condition that prevents him/her from participating in physical activities such as Games, Golden Valley will accept a note signed by the parent. If your child needs to be excused from physical activity for an extended amount of time (more than a school week), you must provide a note from a physician indicating the reason and length of time for nonparticipation. If a child cannot participate in physical activities during the school day, they may not participate in school-sponsored after school extra-curricular activities such as basketball, volleyball, etc. on the days they were excused.

Volunteer Policy

Children and schools gain a great deal when each part of a community comes together to support education. This is why the Golden Valley Charter Schools (GVCS) school administration and the Board of Trustees encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with our schools. Volunteers help to enrich educational programs and to strengthen the schools' relationships in the community. The presence of volunteers in the classroom and on school grounds also enhances supervision of students and contributes to school safety.

Definitions

For the purpose of clarification, the definitions of a Volunteer and a Visitor are listed below:

Volunteer – An individual who is voluntarily assisting with activities at GVCS and is in proximity or direct contact with students. This includes but is not limited to those who are in the classroom, chaperoning nature walks or outdoor activities, teaching and non-teaching aides in the classroom, volunteer instructional aides in the classroom, those who lead after-school activities, clubs, or programs, and field trip or athletic trip chaperones and drivers. Volunteers may work with small groups under the direction of the teacher. During school hours, volunteers must register at the office. Volunteers are required to submit to a Background Check via Live Scan Process, and a Tuberculosis (TB) Clearance. Additional screenings may be necessary, as deemed by Federal, State, or Local law or requirements, including but not limited to additional public health requirements. Volunteers are required to comply with the Volunteer Policy.

Visitor – An individual who visits the school, occasionally. They may be observing or participating in school activities. A visitor to the campus may include those who are under the direct supervision of school staff such as a classroom presenter or a parent attending an information or enrollment meeting. Visitors also include those attending a school event where parents are required to supervise their own children, including but not limited to festivals, celebrations, parent-teacher nights, open houses, music, theater, or sporting events. During school hours, visitors must register at the office. Visitors are never left alone with students. Visitors do not require a Background Check and Live Scan Process or a TB Clearance. The site Principal and/or Executive Director will have final authority regarding requirements for visitors. Visitors are required to comply with the Visitors Policy.

Supervised vs. Unsupervised Volunteers—Supervised volunteers are continuously within line-of-sight of certificated staff. Unsupervised volunteers may have intermittent or direct responsibility for students without continuous staff supervision.

Driving Volunteers—Volunteers who transport students in any capacity using private or school vehicles.

Volunteer Supervision, Behavior, and Responsibilities

All volunteers shall read and sign the Volunteer and/or Chaperone Agreement before being cleared as a volunteer. Volunteers are also expected to follow the Adult Code of Conduct Policy at all times.

Volunteers shall register their presence and report their volunteer responsibilities to the office when they enter campus for the purpose of volunteering. They shall wear volunteer identification whenever required by the school. The teacher, staff, and administration retain primary responsibility for the instruction and supervision of students, and volunteers should defer to these professionals at all times.

Training shall be provided by Golden Valley staff to volunteers when needed.

Any volunteer may be asked to cease volunteering at any time. Volunteers work under the direct supervision of the professional staff or their designees. GVCS is responsible for the education, safety, and well being of each student, as well as providing a hostile free workplace. For this reason, a teacher, staff member, or volunteer coordinator may request the reassignment or removal of a volunteer whose actions are not in the best interest of the school or its students. The Principal and/or Executive Director and/or Board of Trustees shall make a final determination regarding whether a volunteer shall be reassigned or if a volunteer is no longer needed, eligible or welcome to volunteer at the school or at school sponsored events.

Serving as a volunteer on the Board of Trustees or on any Board or Administrative designated committee as a volunteer, is also a privilege. Members of the BOT are considered volunteers for the purposes of complying with the requirements outlined in this policy. To prevent a conflict of interests, the Board of Trustees shall solely be responsible for the dismissal or reassignment of volunteers serving under its capacities according to its bylaws and charter. Any person who has at any time been served a reprimand letter from the school pursuant to California Penal Code Section 626.7 or California Education Codes 32210, 32211, 44810 and 44811 may be barred from serving on the Board of Trustees or on any school committee.

Tuberculosis (TB) Clearance

Per California Health and Safety Codes 1597.005; 121525; 121545; 121555 and California Ed Code 49406; 87408.6, school volunteers must be screened through a risk assessment and/or tested and cleared for tuberculosis by a health care provider. This clearance must be obtained every four years. Transfer of certification done within the past four years with another school district is acceptable. Volunteers must provide evidence that negative TB results are current (within four years). An X-ray of the lungs shall be required if the intradermal test is positive. . If the X-ray indicates positive results, the volunteer will not be permitted to participate in any activities involving school children during school hours or for school-sponsored events after school hours. The cost of obtaining such certification is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their School Principal.

Background Check via Live Scan Process

Per California State Law, school volunteers who have direct contact with students are required to submit to a criminal background check. This background check is done via fingerprinting and submitted to the FBI and California Department of Justice (DOJ) through the Live Scan process. As part of this process, valid identification and secondary verification is required. Volunteers are screened for convictions involving crimes against children and/or the community, such as assaults, sexual abuse, physical abuse, reckless driving or DUI's (the later two, which would disqualify a volunteer from driving students on field or athletic trips. See below). This information is reported to the authorized custodian of records for the site, as either verifying "no criminal record" or "contains a record of convictions." The volunteer is then either cleared to volunteer or not cleared to volunteer. This information is kept confidential. It may not be shared with any other entity. The DOJ prohibits sharing background information and individuals records with other organizations. The Live Scan process for volunteers only needs to be completed once. The clearance is active and updated for the duration of the volunteer's time at Golden Valley Schools. The cost of the background check and Live Scan Process is the responsibility of the volunteer. If a potential volunteer has questions or concerns about this process, they should contact their school principal.

Role-Specific Acknowledgments and Training

Volunteers must complete any required orientation or training, such as field trip or safety protocols, before serving.

Volunteer Chaperone Drivers for Field or Athletic Trips

In order to protect students, in addition to the other volunteer requirements, volunteers who drive students on field or athletic trips are subject to further requirements. They must read and comply with the Field Trip Policy, submit a DMV Driving Record print out in the manner prescribed by the school office, submit proof of current California State Driver's License, current vehicle registration, and current auto insurance, as required by Golden Valley Charter Schools. This must be done in the time and manner prescribed by the school office in order to be cleared to be a chaperone driver for each specific field or athletic trip.

We appreciate our volunteers for their cooperation and support, to ensure a quality education and safety for our schools, students, and community.

Disqualification and Eligibility Determinations

GVCS is committed to fair and consistent eligibility determinations. The following standards apply:

Automatic Disqualifiers:

- Any DUI (for driving roles)

- Any drug-related offense
- Any felony
- Any sex offense, child abuse, or neglect
- Any violent crime, assault, or weapons violation

Conditional Eligibility (Discretionary Review):

The Executive Director (ED) may approve volunteering on a case-by-case basis when offenses are minor, isolated, or non-violent (e.g., petty theft, disorderly conduct) and significant time has elapsed with evidence of rehabilitation.

Review and Appeal:

The ED has final discretion to approve, conditionally approve, or deny eligibility. Written appeals may be submitted within 14 calendar days of notice.

Re-Screening and Ongoing Requirements

GVCS may require re-screening every ten years or upon changes in role, new information, or a lapse in service exceeding 12 months. Volunteers must self-report any new arrest, charge, or conviction within 5 calendar days to Human Resources.

Volunteer Conduct and Responsibilities

Volunteers must sign and comply with the Volunteer and/or Chaperone Agreement and the Adult Code of Conduct Policy. All volunteers shall check in at the office, wear identification when required, and work under the supervision of GVCS staff. Volunteers may be asked to cease volunteering at any time if their conduct or performance is not in the best interest of students or the school. Volunteers are not permitted to be alone with students without authorization from school administration.

Confidentiality and Student Records

Volunteers must comply with all state and federal confidentiality laws, including FERPA, IDEA, and relevant California Education Codes. Volunteers may not discuss student information or access records unless granted professional need-to-know status.

Privacy, Records, and Retention

All screening and background information is confidential and maintained separately by the Custodian of Records in accordance with applicable privacy laws.

Oversight and Administration

Principals ensure site-level implementation and volunteer coordination. Human Resources manages Live Scan documentation and compliance tracking. The Executive Director makes final eligibility determinations. The Board of Trustees oversees volunteer service on governance bodies or committees and enforces applicable conflict of interest and conduct standards.

Acknowledgment

By signing the GVCS Volunteer Agreement, volunteers acknowledge receipt and understanding of this policy and agree to comply with all GVCS expectations for safety, confidentiality, professionalism, and integrity.

Visitor Policy

GVCS shall post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements, penalties for refusing to leave school grounds, and any other announcements required by the local law enforcement agency in order to pursue the arrest of persons found loitering or trespassing.

Immediately upon entering any school building or grounds when school is in session, any person who is not a student of the school, school staff employee, or a school district employee shall report and register their presence and the reason for visiting the school to the office and register. At time of departure, they are to sign out of the registration log. Any person the principal or designee asks to leave school grounds shall promptly comply. Registration is not required when picking up or dropping off students immediately before or after school session.

Any visitor who fails to register within a reasonable time after entering the school grounds, who fails to leave upon request of the principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to the law (California Education Code 32210, 32211, 44810, 44811).

All staff members should watch for strangers on school grounds and ask such persons if they have registered in the school office. Staff shall inform the principal or designee when anyone is present who refuses to comply with the registration requirement.

Any possession of unauthorized dangerous instruments, weapons or devices shall be reported immediately to the principal or designee and may be reported to the local law enforcement agency.

Any person who complies with the principal or designee's request to depart from school grounds may appeal to the Board of Trustees, designee, or principal. The written request for a hearing must be made within five days after the person's departure from school and must state why the request to depart was improper. The request also must provide an address to which a hearing notice may be sent. Upon receipt of the request for a hearing, the Board, designee, or principal shall mail a notice of the hearing to the person requesting it. The hearing shall be held within seven days after receipt of the request.

The Board shall consider and decide the matter at the next regular public Board meeting for which it can be placed on the agenda. The Board's decision shall be final.

Adult Code of Conduct Policy

We are all part of the Golden Valley Charter School community. How we treat each other through our words and actions defines our school culture.

As much as we wish to focus on and encourage the positive, we must also acknowledge that inappropriate behavior on school campus does occur and that it is unacceptable and in fact, illegal. This Code of Conduct Policy establishes a process and consequences for the times when Unacceptable Behavior occurs.

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

Unacceptable Behavior is defined as any behavior that disrupts the educational or work environment on campus or at any school-sponsored activity. Unacceptable Behavior includes the following:

- Rude, loud, offensive, threatening, or slanderous language directed at a student, school employee, other parent, or campus guest.
- Unwanted or inappropriate physical contact with another person.
- Refusal to stop any disruptive behavior when asked.
- Disregarding any campus rule or regulation.

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

1. The offender will be asked to stop the disruptive behavior. If s/he does not comply promptly, s/he may be asked to leave campus. If s/he does not leave the campus when asked, the sheriff may be called.
2. In the case of repeated instances of unacceptable behavior, the offender WILL receive an official letter of reprimand from the school which may include provisions that restrict or ban access to the school campus and/or participating in school-sponsored events and activities.
3. If the behavior occurs again, the offender WILL receive a letter banning him/her from campus for a specified period. This ban is enforceable by law.
4. If the banned person enters the school grounds, the sheriff will be called, and appropriate legal action will be taken.

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

Please be advised, under Education Code Section 44811, “disruption by a parent or guardian or other person at a school or school sponsored activity is illegal and punishable, upon the first conviction, by a fine of not less than five hundred dollars (\$500) and not more than one thousand dollars (\$1,000) or by imprisonment in a county jail for not more than one (1) year, or both.”

CAMPUS BEHAVIOR REGULATIONS

Our campus and our classrooms are safe places for children to learn under the guidance of teachers and staff. Please help us keep our school safe by following these simple rules:

- Please always refrain from the above Unacceptable Behaviors.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.

- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

The school office is both a place of official school business and a place where students are frequently present. Given the importance of the office to the proper functioning of the school and its physical limitations in terms of space and privacy, it is very important that everyone understand and comply with the following "Rules of the Office":

- Please always refrain from the above Unacceptable Behaviors.
- Please always use student appropriate language and behavior in the office as students are often present.
- Please be patient and courteous when waiting for an office staff person to address your need or issue.
- Unless through prior arrangement with the office staff, please do not enter past the swinging doors without staff approval.
- Please understand that the office staff may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- If you have an issue with a school policy, procedure, or regulation (not including clarifying questions), you **MUST** make an appointment with either the Principal or the Business Manager to discuss. Please do not engage other school employees on issues of policy, procedure, or regulation.
- Please do not use the work room or any equipment in the school office for personal business not related to a school-approved function.
- Unless it is an emergency, please do not enter the office or engage a school employee regarding school related business outside of established office hours.
- If you are asked to leave the office for any reason, please comply immediately without resorting to any unacceptable behavior as defined above.

EMAIL ETIQUETTE

Parents sometimes feel more comfortable communicating with their child's teacher or school staff members via email. This can be a valuable tool. However, we ask that parents follow some simple guidelines when emailing teachers or staff members:

- If you have an issue with a teacher or staff member, please send an email message to set up an appointment to speak face-to-face with that person.
- Please be respectful in your language when emailing teachers or staff members. If it is something that is considered "unacceptable behavior" in a face-to-face encounter, it is considered unacceptable behavior in an email as well.

Student Assessment

Theory of Action on Assessments

In order to remain consistent with our vision, our authentic assessment strategies will reflect GVCS's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist GVRS families
- Benchmark skills and classroom-level skills are developed and assessed routinely

GVCS will base performance assessments on the Waldorf/Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards are designed to align Waldorf methods curricula with Common Core Standards over the ten-year period of transitional kindergarten through eighth grade.

Assessment is only sometimes a formal, scheduled activity. Assessment takes place continuously through observation of student learning, teacher and student reflection, analysis of student work, discussions between teachers and students, and formal and informal testing.

Multiple Measures/Assessments Selected

Golden Valley's formal assessment system is designed to ensure all students make adequate and consistent progress toward measurable pupil outcomes and that teachers and administrators can monitor that progress for each student. Teachers will regularly use additional assessments specific to their content areas. Additionally, students who are academically behind may be assessed more frequently in their intervention areas as part of our RTI plan.

The following table lists specific assessment tools used to evaluate pupil progress and identifies the grades that each assessment is used to evaluate.

Assessment	Purpose	Grade(s)	Frequency
CAASPP	Measures student proficiency in ELA and Mathematics	3-8	Annually in Spring
CAST	Assess student knowledge and understanding in science, including scientific thinking and reasoning	5, 8	Annually in Spring
ELPAC	Measures student understanding and proficiency of English language	K-8	Annually
CAA	Measure the academic abilities of students with significant cognitive disabilities	3-8	Annually in Spring
PFT	Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed.	5, 7	Annually in Spring
FastBridge Benchmark Assessment	Evaluate student progress towards meeting grade level standards for ELA and Mathematics.	1-8	1-2 times per year
Curriculum Embedded Assessments	Measure student progress and achievement, identify areas of need, and drive instruction.	TK-8	Ongoing
Report Cards	Assess students' progress in academic, social, and motor skills based on teacher observation.	TK-8	January and May

Progress Reports	Students at risk of not meeting grade level expectations or who do not have passing grades will receive mid-semester progress reports	TK-8	October and April
End of Year Narrative	Provide teachers and parents with annual, individualized reports of student progress in all areas of study, social interaction, etc.	TK-8	Annually in Spring
Individual Student Portfolio	Provide teachers and parents with annual, individualized reports of student progress based on samples of student work.	TK-8	Annually in Spring
Oral recitations, presentations, reports, performances, exhibits, and demonstrations.	Observe student presentations of work completed or mastered. Presentations will take place in the classroom and at periodic school-wide assemblies.	2-8	Varies-Periodically during each school year
8 th Grade Student Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at the school wide Eighth Grade Project Presentations at the end of the school year.	8	Annually in Spring

Classroom and Campus Etiquette

Library Use

We are happy to have books available for students and parents to check out and enjoy. In order to have quality library materials readily available, we ask for your support and help by observing the following:

Only one (1) book may be checked out at a time. Preferably, this book will remain at school for use in class. Most damage and loss occur when books are taken home. Students are strongly encouraged to take advantage of the local public library system.

Borrowers are responsible for the care and condition of library materials in their possession. It will be necessary to charge parents/guardians for lost or damaged items. If students have outstanding books or fines, their report cards and classroom projects may be held until these are cleared.

Lost and Found

PLEASE CLEARLY MARK ALL OF YOUR CHILDREN'S CLOTHING, LUNCHBOXES, AND BACKPACKS TO HELP US IDENTIFY THEIR PROPERTY.

Found property should be turned into the office (small items) or to the Lost and Found bins/racks. Students may check the Lost and Found during recess with adult supervision or before or after school. Parents may check Lost and Found anytime. Parents and students may also want to check the child's classroom and the Aftercare room for missing items.

All unclaimed items will become property of Golden Valley Charter School after three months or at the end of the school year. Unmarked and unclaimed items will be donated to charity.

Birthdays and Parties

Invitations to birthdays or other parties may be passed out at school ONLY if every child (or all boys or all girls) in the class receives an invitation. If the party is for a select group of students within the class, invitations may not be distributed on campus.

Be mindful that in a small school community such as ours, it is very hurtful for children who are left out of an activity or a party. Please be sensitive to the feelings of all children in the class. Please ask your Class Teacher or the school Principal if you have further questions.

Student Organizations & Clubs

Student Government

If appropriate, the School may establish a student government so long as a faculty member will supervise such activities and ensure compliance with Board requirements and other applicable lawful regulations. The Principal or designee may establish a fair process for the nomination and election of officer for President, Vice President, Secretary and Treasurer. There shall be a minimum of two class representatives, to be selected by procedures to be developed at the discretion of the faculty of the participating classes. Meetings shall be held in a manner and at times deemed necessary by the student government. However, the body shall generally determine all other rules for its operation and activities consistent with the established rules of the School and the Board.

Student Organizations

In addition to a student government body, students may establish organizations or clubs so long as approval is obtained by the governing board consistent with this policy and any other applicable requirements.

Approval

The student organization's constitution and by-laws may be prepared through the cooperative work of the students and faculty. A request form should be submitted to the Principal for initial review to ensure consistency. In reviewing such proposals, the Principal shall respect all pupil constitutional and statutory rights. The funds of every student organization shall be deposited, expended and accounted for in accordance with a written procedure developed by the student government, with the assistance of the Principal of the School.

Use of School Facilities

The use of school facilities by student organizations will be subject to reasonable rules established by the School. Students interested in initiating a meeting on school premises shall submit a request in writing to the school Principal. The request should state the name of the person requesting the meeting, the name of the group or type of group requesting the meeting, the number of persons expected to attend, the time requested, and the length of time for the meeting. The Principal or designee shall review the written request and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the Principal seven school days in advance of the date requested for use. The Principal shall assign a teacher, administrator or other employee to a meeting for "custodial" purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean the School sponsors or endorses the activities of any student group.

Revocation of Privileges

Student groups and individual students meeting on school property or otherwise at a school sponsored event may have their privilege to meet revoked if they engage in conduct that violates this policy, disruptive to the educational process, damages school property or violative of any law. Student organizations or their members shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other students to participate in any meeting.

Student Dress Code

INTRODUCTION

The scope of education provided at Golden Valley Charter Schools does not stop with the core curriculum, extending to consideration of the environment into which the children come as they attend school. We wish to surround the child with a nourishing environment that is beautiful and supports learning. GVCS endeavors to form a healthy school-time environment by guiding children toward appropriate school attire. This dress code shall also apply to school functions and field trips.

DRESS CODE

- To create an environment focused on learning which provides a wholesome social atmosphere, all attire should be free of logos as well as media references and images. Logos smaller than a credit/business card are permitted. One logo per piece of apparel.
- Clothing should prepare the child for weather and movement
 - Cut so that underwear is not visible.
 - Tops cover the midriff when arms are extended overhead
 - Shoulder straps are a minimum of 1" wide, necklines and sleeve holes keep the chest covered
 - Pants cover the hipbones
 - Skirts and shorts reach mid-thigh length
- Patterns, plaids, stripes, solids, or singular images from nature are allowed. (Only the nature item, no nature words or names of places.)
 - School-related apparel is allowed, such as GVCS shirts, Eagle Chase shirts, GVCS sports team uniforms, Pentathlon shirt, Medieval Games shirt, etc.
 - "Virtues" words and positive messages are permitted
- Come wearing comfortable, practical, flat-soled shoes that are firmly attached to the feet.
 - Flexible, firm-fitting athletic shoes are required for Games Class, though every school day includes movement and physical activity.
 - Shoes must be free of lights and/or wheels
 - Sandals or crocs must have a backstrap.
- Children are asked to come to school free of make-up
 - Nail polish is an exception for all grades
- Hair:
 - Color must be natural
 - Exaggerated, distracting hairdos are not permitted at school (e.g. mohawks, spikes, etc.)
- Jewelry:
 - Leave dangling jewelry at home.
 - Only ears may be pierced

Middle School Adjustments

6th, 7th, and 8th grade students are given more freedom of expression in the following ways:

- Clothing
 - Shoulder straps may be "spaghetti" style, as long as the chest and undergarments are adequately covered
 - "Virtues" words and positive messages are permitted
- Students may wear make-up that is moderate and not distracting
 - Must be applied at home before coming to school.

- Hair may be dyed any color
- Jewelry:
 - Earrings and stud-type nose rings are allowed.
 - For safety, no hoops or dangling ear or nose rings are permitted.

The above guidelines may not cover all situations and teachers may need to address particular attire for their class's learning environment.

ASSEMBLY DRESS

Assemblies and performances may require specific dress, such as white clothes for the May Festival. Music performances, graduations, and ceremonies will be preceded with specific guidelines from the teacher about how to dress. It is important to have ceremonial, unifying attire and students may wish to bring a change of clothes for recess. Failure to present oneself in appropriate attire may require a student to be excluded from a presentation. This includes Friday gatherings.

FREE SPEECH

Students at GVCS shall have the right to exercise freedom of speech and of the press as provided for in Education Code Sections 48907 and 48950. Any acts or speech that are obscene, libelous or slanderous, or which create a clear and present danger of unlawful acts or violation of school regulations, or substantial disruption to the orderly operation of the school, or speech that constitutes harassment, threats, or intimidation are prohibited. The school principal can place restrictions on the time, place, and manner for students to exercise these rights.

Cellphone Policy

Limiting or Prohibiting the Use of Cellphones on the Charter School Campus

We would like to respect our students' rights to have a cell phone for use in an emergency. However, cell phones can be a source of distraction and interruption in the school environment. To improve this situation, the following guidelines are to be followed:

- While on campus, cellphones brought to school by students are to be kept turned off and out of sight (this includes but is not limited to before/after school and at festivals and school events).
- Students are not to keep cellphones on their person during the school day.
- Students are expected to keep cellphones in their backpacks or to give them to the teacher during school hours, at the teacher's discretion. If given to the teachers, the phones will be in an accessible location in the event of an emergency
- If a student needs to call home, he/she will ask his/her teacher for permission to do so from the school office phone.
- If a parent has a family emergency, he or she should call the school office and school personnel will contact the student.
- All electronic devices such as must not be visible or used on the school campus at any time.
- Students are not to keep electronic devices on their person while on the school campus.
- The school is not responsible for cell phones or other electronic devices brought to school by students and will not be liable for damaged, destroyed or lost cellphones or devices.

Notwithstanding the above, students shall not be prohibited from using or possessing a smartphone on campus, while attending school-sponsored activities, or under the supervision or control of school employees under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student.
- When the possession or use of a smartphone is required in a student's individualized education program.

Student Code of Conduct

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 (*particularly Sections 48900 through 48915, and 48918 where applicable 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.
9. Restorative and trauma-informed practices will be utilized where appropriate as a first means of correction, in alignment with Education Code 48900.5.

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).**

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 Specialty 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.

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) may be sent home with the student describing this behavior. The teacher will follow this up with a phone call, email, or ParentSquare message to the parents and letting them know to expect a referral from their student.

The parents and student will discuss the situation and assist the student in developing a plan to correct the behavior. The signed notice will be returned to the teacher the following day.

Parent-Teacher Conference

When a student receives two referrals, the teacher will schedule a parent-teacher conference. Restorative practices, counseling, or other means of correction will be discussed.

Suspension

Suspensions will be imposed only when other means of correction fail to bring about proper conduct, in accordance with the Suspension & Expulsion policy and as required under Ed Code 48900.5.

The duration of suspension will depend on the severity and nature of the behavior in accordance with Ed Code 48911.

The school will not suspend students in grades K–8 solely for "willful defiance," consistent with Ed Code 48900(k) and subsequent amendments.

Expulsion

Should the above steps and due process not prove to correct the student's behavior expulsion may be recommended.

Students have the right to an expulsion hearing, representation, presentation of evidence, and appeal, per Ed Code 48918 and in accordance with the Suspension & Expulsion policy.

Behaviors and Interventions

1. First referral: Phone call to parent from the teacher
2. Second referral: Phone call and parent-teacher conference
3. Third referral: Phone call home from administrator and SST meeting is scheduled
4. At SST Meeting: Parents and school will develop a plan and identify any necessary interventions that the student may need
5. Subsequent referrals: Continued documentation, interventions, and SST meetings as needed
6. Restorative and non-punitive strategies will be applied at every reasonable step prior to suspension or expulsion recommendation.

Referral and Records

Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student's cumulative file. *Disciplinary records will be maintained in accordance with FERPA and California Education Code requirements.*

Pupil Suspension and 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:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.

- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, “school property” includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
 - For students in grades 4 to 12, committed sexual harassment
 - Caused or participated in an act of hate violence
 - Carried, possessed, sold or otherwise furnished an electronic signaling device
 - Committed vandalism/malicious mischief
 - Violated academic ethics
 - Falsified or misinterpreted notes or phone calls of parents or guardians
 - Falsely activated fire alarm
 - Habitually violated the dress code
 - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

A student in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other

school personnel engaged in the performance of their duties (the “Act”), and those Acts shall not constitute grounds for a student enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.

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

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

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

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

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 applicable, their county social worker, shall respond without delay to a request from school officials to attend a conference regarding the student’s behavior.

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

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.

Application, Admission, and Enrollment Policy

Purpose

The goal of the admissions policy of Golden Valley Charter Schools (GVCS) is to attract, admit and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in the San Juan Unified School District. GVCS will be nonsectarian in its programs, admissions policies, employment practices and all other operations. GVCS will not charge tuition and will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

The purpose of this policy is to set forth guidelines for the application, admissions and enrollment procedures.

GVCS shall admit all pupils who wish to attend the School up to capacity. All families must complete a written enrollment application and are requested to sign a parent commitment ("Parent Agreement").

Birth Date Deadlines

The GVCS curriculum inspired by Waldorf education 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 school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law for some grades. In compliance with California Education Code §48000 governing Kindergarten and Transitional Kindergarten age eligibility:

- Kindergarten: Children must turn five (5) years old on or before September 1 of the school year.
- Transitional Kindergarten (TK): Beginning in the 2025–26 school year, children who turn four (4) years old on or before September 1 of the school year are eligible to enroll in TK.
- TK serves as the first year of a two-year Kindergarten program, and students who complete TK shall continue to Kindergarten the following school year.
- Admission to Kindergarten or TK shall not be conditioned on readiness assessments; such assessments may be used only after enrollment for instructional planning and support.
- The School will communicate TK and K placement options to families and provide information about developmental readiness, consistent with Waldorf-inspired educational principles and applicable law.

Below are the current grade/age guidelines given in the GVCS 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		2028-2029 Birthdate Deadlines	
TK	9/2/22-9/1/23	TK	9/2/23-9/1/24

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

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

Application Process

Parent(s)/Guardian(s) who wish to apply to Golden Valley Charter School are required to:

- Attend a Parent Information Meeting (PIM).
- After attending a PIM, the parent(s)/guardian(s) shall fill out the Enrollment Application and Parent Agreement and submit them to the Enrollment Coordinator.
 - Parents will complete an open enrollment application which will ask for basic student information. Parents will be asked to complete a more extensive Registration Packet due date before the student's first day of attendance. The packet will include, but is not limited to:
 - Registration Form
 - Parent signature of Parent Agreement
 - Income Survey
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate
 - Media Release
 - During the February Open Enrollment period: Applications must be submitted and received by the last day of February.
 - After the February Open Enrollment period: If spaces are still available after the February Open Enrollment period, parent(s)/guardian(s) may attend a specially scheduled PIM and turn in an Enrollment Application and Parent Agreement.

Admissions Process

1. If it is determined that spaces are available in any grade level, a public random drawing (hereinafter “lottery”) will be held and a waiting list will be formed. Students will be invited to enroll at Golden Valley in wait list order.
2. If an applicant declines the offer of placement at the time the offer is extended, the applicant will be removed from the waiting list and must reapply to be eligible for the next lottery.

Enrollment Process

The following requirements must be met in order to enroll a student at *GVCS*.

1. Parent(s)/guardian(s) must complete an Enrollment packet before the first day of attendance, including, but not limited to:
 - Enrollment/Registration form
 - Emergency Card

- Parent Agreement
 - Proof of Immunization
 - Proof of minimum age requirements, e.g. Birth Certificate
2. Parent(s)/guardian(s) must complete the following paperwork on or after the first day of attendance.
 - Health Exam for School Entry (submitted within 60 days of the first day of attendance)
 - Language Survey
 - Income Survey
 - Family Directory and Media Release

Open Enrollment Period

Applications will be accepted during the February Open Enrollment period for enrollment in the following school year. At the end of 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 lottery to determine enrollment for the impacted grade level, with the exception of existing students (this would include students currently enrolled in Golden Valley Charter School, approved as authorized by the San Juan Unified School District) who are guaranteed enrollment in the following school year.

Lottery/Public Random Drawing

Enrollment preferences in the case of a lottery following the February open enrollment period shall be allowed in the following priority. The application of preferences will be further defined by Board policy.

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

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a waiting list 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 class. If a space opens up, a lottery will be held. If an opening does not occur before the next Open Enrollment Period, the application will not be carried over to the following year.

Misrepresentation of Admission and Enrollment Information

GVCS 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 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.

Special Circumstances

Students who have special needs may be required to enter into a contract outlining the requirements for enrollment.

Students who have been expelled from another school require special consideration by Executive Director and may not be admitted.

Appeal Process

If a parent believes the enrollment procedure as described herein has not been followed, the enrollment decision may be appealed. Note that appeals must be based on the belief that procedural violation has occurred. Appeals will not be reviewed if they are based solely on the fact that the parent disagrees with the decision.

The appeal process is as follows:

- Appeals are to be submitted in writing within two weeks of receipt of notification by the family of the student who has not been accepted.
- The Executive Director will screen all appeals and, if it is determined that a procedural error occurred or may have occurred, the appeal will be forwarded to the Board of Trustees.
- The parent may be invited to a closed session of the Board to explain the appeal. The Board will then vote on a proposal to reverse the enrollment decision. The decision of the Board is final. The parent may elect to have the appeal held in open session.
- The decision of the Board of Trustees will be communicated in writing to the parent within one week of the decision.

Student Records

GVCS will comply with the Family Educational Rights and Privacy Act (FERPA) 20 USC 1232g and the California Education Code 49060-49084 in order to provide protection for student records.

This policy supersedes all previous policies related to applications, admissions and enrollment.

Residency Policy

California law requires that certain residency requirements are established in order for a student to be admitted in Golden Valley Charter Schools (the “School”). California law requires that a student is a resident of the state of California.

A student has residency in the state California of the residence of the parent/guardian/caregiver with whom that student maintains his or her place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary sojourn. Owning a home in California or in a particular county does not qualify a student to attend the School, unless it can be shown that the student is also living in the home at least three days per week during the school year.

The school requires a new proof of residency before the student is unconditionally enrolled and will require a new proof of residence at the beginning of each school year.

A student on an extended vacation lasting up to four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency.

All materials will be mailed to, and any in person services will be held at, the address identified in the student’s records in his/her proof of residence documentation, unless an alternative location is agreed upon by the teacher of record.

If there is reason to believe that a student’s residency is in question, the School may investigate in order to determine authenticity of the home address on file with the school. When it is determined that a student lives outside of California, The School will provide written notice of the determination of non-residency within five days of the School’s intention to disenroll the student.

The notice shall contain an explanation of the parent/guardian/education rights holder’s right to request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil 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 or an advocate to dispute the finding of non-residency. If the parent/guardian/educational rights holder does not request a hearing within five days of receipt of the notice, the right to a hearing is waived and the student will be immediately disenrolled. If the student’s parent, guardian or educational rights holder initiates the hearing, the student shall remain enrolled and shall not be disenrolled until the School issues a final decision. If the parent, guardian or educational rights holder initiates the hearing, from the time the School sends the notice until the resolution of the residency hearing, the School will not provide enrichment funds for the student.

Exceptions: If any of the following categories of students lose residency due to their status as described below, the School shall serve these children as articulated and in accordance with law.

Children of Military Families

The School will serve children of military families as follows:

- 1) Allow the student to continue his or her education in the School, regardless of change of residence of the military family during that school year, for the duration of the student’s status as a child of a military family; or
- 2) For a student whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:
 - a. If the student is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the student to continue his or her education in the School through the duration of that academic school year;

- b. If the child is enrolled in high school, allow the student to continue his or her education in the School through graduation.

“Children of military families” means a school-aged child or children, enrolled in Kindergarten through 12th grade, in the household of an active duty member. “Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Homeless Youth

The School will be considered to be a pupil’s school of origin for a homeless youth when the child attended the School when permanently housed or was last enrolled in the School before becoming homeless. The School will serve homeless youth, as defined below, whose residency has changed as follows:

- 1) Allow the student to continue his or her education in the School, for the duration of homelessness.
- 2) If the pupil is no longer homeless before the end of the academic year, either of the following apply:
 - a. If the homeless youth is in high school, the School shall allow the formerly homeless child to continue his or her education in the School through graduation.
 - b. If the homeless youth is in kindergarten or any of grades 1 to 8, inclusive, the School shall allow the formerly homeless youth to continue his or her education in the School through the duration of the academic year.

The term “homeless youth” or “homeless pupil” shall mean individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 USC section 11302(a)(1)); and includes—

- 1) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
- 2) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 42 USC section 11302(a)(2)(C));
- 3) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 4) migratory children (as such term is defined in 20 USC section 6399) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Foster Youth

The School will be considered to be a pupil’s school of origin for a foster youth when the child attended the School at the initial detention or placement, or any subsequent change in placement of a foster child for the duration of the jurisdiction of the court. The School will serve former foster youth, as defined below, whose residency has changed as follows:

- 1) If the jurisdiction of the court is terminated before the end of an academic year, the School shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education in the school of origin through the duration of the academic school year.
- 2) If the jurisdiction of the court is terminated while a foster child is in high school, the School shall allow the former foster child to continue his or her education in the School through graduation.

The term “foster youth” means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I Code sections 300 or 602 or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.

Migratory Youth

The School will be considered to be a pupil's school of origin for a migratory youth when the child attended the School at the time the pupil's status changed to a pupil who is a migratory youth. The School will serve migratory youth, as defined below, whose residency has changed as follows:

- 1) If the migratory youth is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in the School through the duration of that academic school year.
- 2) If the migratory youth is enrolled in high school, allow the pupil to continue their education in the School through graduation.

The term "migratory youth" means a child who has moved with a parent, guardian or other person having custody, from one school to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Migratory youth" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

Identification and Education Under Section 504

The Board of Golden Valley Charter Schools recognizes the need to identify and evaluate students with disabilities, and desires to ensure that all students, including students with disabilities, have a free appropriate public education (FAPE). This means that students with disabilities will receive the same education as students without a disability.

The Executive Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

The Executive Director or designee shall ensure that identified students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the student. Upon reviewing the nature of the disability and how it impacts the student's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with non-disabled students to the maximum extent appropriate.

The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the student is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision. Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

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 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 specifically requests that he or she not be touched, then 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 employees 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.

- 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 any such gifts be filtered through the School Principal along with the rationale, therefore.
- Kissing of ANY kind
- 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.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking or requesting photographs or videos of students for personal use or posting online
- 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
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
- 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
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental or legal guardian permission
- Staff mirroring the immature behavior of minors
- 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.
- 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; or 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 force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Touching face to check temperature or other first aid procedures
- Consoling an upset student by example: wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP, behavioral contract or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- 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
- 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
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Socializing (attending outings) with class or group gatherings with students outside of approved functions with parent or legal guardian approval
- Prioritizing professional behavior during all moments of student contact

BOUNDARIES REPORTING

- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to report "Unacceptable Behaviors" of students and/or co-workers; see something, say something
- 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)
- 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 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.

Foster Youth Policy

The Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student’s status as foster youth.

Definitions

- **Foster child/student/youth** means a child who has been removed from his or her home pursuant to Welfare and Institutions (“W&I”) Code section 309, is the subject of a petition filed under W&I sections 300 or 602, or has been removed from his or her home and is the subject of a petition filed under W&I Code sections 300 or 602.
- The Charter School is the **school of origin** when the student attended the Charter School when permanently housed or was last admitted at the initial detention or placement or subsequent change in placement of a foster child. If the school the foster child attended when permanently housed is different from the school in which the foster child was last admitted, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

Foster Child Liaison

The School’s foster child liaison is: [insert name and contact info]. The School’s foster child liaison is required to do all of the following:

- Ensure and facilitate the proper educational placement, admission in school and checkout from school of foster children.
- Assist foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- The foster child liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, may recommend, in accordance with the foster child’s best interests, that the foster child’s right to attend the school of origin be waived and the foster child be admitted in a public school that pupils living in the attendance area in which the foster child resides are eligible to attend.
- Before making a recommendation to move a foster child from his or her school of origin, the foster liaison shall provide the foster child and the person holding the right to make educational decisions for the foster child with a written explanation stating the basis for the recommendation and how the recommendation serves the foster child’s best interest.
- If the foster child liaison, in consultation with the foster child and the person holding the right to make educational decisions for the foster child, agrees that the best interests of the foster child would best be

served by his or her transfer to a school other than the school of origin, the foster child shall immediately be admitted in the new school.

Admission

All foster students are required to follow the school's process for admitting students, including filling out and submitting the school's admissions packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, foster students will participate in the lottery as with any other student.

If the foster child seeking admission has outstanding fees, fines, textbooks or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for admission, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history, proof of residency, other documentation or school uniforms, this will not serve as a basis for non-admission. Within two days of admission of the foster child, the foster child liaison will contact the school last attended by the foster child to obtain all academic and other records.

If a dispute arises regarding the request of a foster child to remain in [Name of School] as the school of origin, the foster child has the right to remain in [Name of School] pending resolution of the dispute. The dispute shall be resolved in accordance with the Uniform Complaint Procedures adopted by the School.

Admission in [School Name] as the school of origin will be allowed, unless a determination is made that it is not in the best interest of the foster child to attend [School Name]. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is admitted at the time of placement.

Former Foster Children

If the jurisdiction of the court is terminated before the end of an academic year, the [School Name] shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue his or her education as the school of origin through the duration of the academic school year.

If the jurisdiction of the court is terminated while a foster child is in high school, [School Name] shall allow the former foster child to continue his or her education in [School Name] as the school of origin through graduation.

Course Work

The Charter School will accept coursework satisfactorily completed by the foster child while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for coursework completed. The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school. The Charter School will not require the foster child to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the Charter School shall not require the pupil to retake the portion of the course the pupil completed unless the Charter School, in consultation with the holder of educational rights for the pupil, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the foster youth shall be admitted in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course.

If the Charter School has knowledge that the transcript from the transferring local educational agency may not

include certain credits or grades for the student, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic or other records to the Charter School within two business days of the request.

Transportation

If the foster student requires transportation to continue to attend the Charter School as the school of origin, the Charter School will ensure that the foster child receives transportation in a cost-effective manner.

Records

A foster family agency with jurisdiction over a currently admitted or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently admitted or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Section 16010 of the Welfare and Institutions Code, and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, admitting the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and admitting the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

A “resource family” means an individual or family that has successfully met both the home environment assessment and the permanency assessment criteria necessary for providing care for a child placed by a public or private placement agency by court order, or voluntarily placed by a parent or guardian.

Homeless Education Policy

The Board of Golden Valley Charter Schools (the “Charter School”) desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student’s status as homeless.

Definitions

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last admitted when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student’s parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
 - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, unless it is contrary to the request of the child’s or youth’s parent or guardian, or unaccompanied youth;
 - Consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or unaccompanied youth;
 - If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child’s or youth’s best interest to attend the School, the School shall provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
 - In the case of an unaccompanied youth, ensure that the School liaison assists in placement or admission decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

Homeless Liaison

The School's homeless liaison is:

Ashley Cecil, Enrollment & Student Services Coordinator
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1033
(916) 529-4160 (fax)

The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth are admitted to, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and [if applicable] early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that admission disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are admitted to school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.
- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies and that they receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
- Shall administer a housing questionnaire for purposes of identifying homeless children and youths and unaccompanied youths. The questionnaire shall comply with legal requirements. The questionnaire shall be administered annually, and report to the California Department of Education the number of homeless children and youths and unaccompanied youths enrolled.

- Offer training to the Charter School’s certificated and classified employees providing services to pupils experiencing homelessness, including, but not limited to, teachers, support staff, and other Charter School staff who work with students, at least annually relating to the following: 1) the homes education program policies established by law; 2) recognition of the signs that students are experiencing, or are at risk of experiencing homelessness. The liaison is encouraged to offer this training to all school certificated and classified staff, including, but not limited to, teachers, support staff, and other school staff who work with students.
- Inform employees of the availability of training and the services the liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Admission

All homeless students are required to follow the school’s process for admitting students, including filling out and submitting the school’s admission packet on time. As with all students, admission depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student. As used in this policy, admission means attending classes and participating fully in school activities.

If the homeless student seeking admission is unable to produce records normally required for admission, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-admission. Provided that the admission process has been followed in all other respects, a homeless student will be admitted in the School despite the missing paper work. Additionally, the homeless student shall not be denied admission even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended. Upon admission, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

A homeless student shall be allowed to continue his or her education in the school of origin through the duration of homelessness. If the homeless student’s status changes before the end of the academic year so that the student is no longer homeless, either of the following apply: 1) If the homeless student is in high school, the School (if it is the school of origin) shall allow the formerly homeless student to continue that student’s education in the School through graduation; 2) If the homeless student is in kindergarten or any of grades 1 to 8, inclusive the School (if it is the school of origin) shall allow the formerly homeless student to continue that student’s education in the School through the duration of the academic school year.

Admission Disputes and the Dispute Resolution Process

If a dispute arises over admission in the Charter School of a homeless student, the student will be immediately admitted to the Charter School in which admission is sought, pending resolution of the dispute. “Admission” means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately admitted in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about admission and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding admission, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or admission decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating admission in the Charter School within ten working days of receipt of the materials.

Transportation

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

Comparable Education Services

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- Programs for gifted and talented students
- School nutrition programs

Coursework Requirements

The School shall accept coursework satisfactorily completed by a homeless student while attending another public school, a juvenile courts school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that homeless student full or partial credit for the coursework completed.

If the School is the transferring school, it shall issue the full and partial credits on an official transcript for the student and shall ensure the transcript includes all of the following: 1) All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at the School or any other local educational agency, other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school; 2) The credits and grades for each school and local

educational agency listed separately so it is clear where they were earned; 3) A complete record of the student's seat time, including both period attendance and days of enrollment.

If a homeless student enrolls in the School, and the School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the student, the School shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits. The prior local educational agency shall issue appropriate credits and provide all academic and other records to the School within two business days of the request.

The credits accepted shall be applied to the same or equivalent course, if applicable, as the coursework completed in the prior school.

The School shall not require a homeless student to retake a course if the student has satisfactorily completed the entire course in a prior school. If the student did not complete the entire course, the School shall not require the pupil to retake the portion of the course the student completed unless the School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be admitted in the same or equivalent course, if applicable, so the student may continue and complete the entire course.

Notice

The School shall list the homeless liaison(s) and contact information for those liaison(s) on its website. The contact information for any employees or persons under contract whose duties include assisting the liaison in completing the liaison's duties shall also be listed.

Immigration Enforcement Policy

Responding to On-Campus Immigration Enforcement

Charter school personnel shall notify the Executive Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, charter school personnel must take the following actions:

1. Advise the officer that school personnel must have the Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Director.

If the officer does not declare that exigent circumstances exist, school personnel shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a student can be interview or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Immigration Enforcement Policy Related to the Detention/Deportation of a Student's Family Member

Responding to the Detention or Deportation of a Student's Family Member

The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

The Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if not parent or guardian is available.

- The Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Educational Records and Student Information

I. Definitions

A. Education Record

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by the School. Such information includes but is not limited to:

- i. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
- ii. Grades, test scores, courses taken, academic specializations and school activities;
- iii. Special education records;
- iv. Disciplinary records;
- v. Medical and health records;
- vi. Attendance records and records of past schools attended;
- vii. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that, as of January 1, 2017, the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

- i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- ii. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
- iii. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- iv. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the School; or
- v. Records that only contain information about an individual after he or she is no longer a student at the School.
- vi. Grades on peer-graded papers before they are collected and recorded by a teacher.

B. Directory Information

Part of the education record, known as directory information, includes personal information about a student that the School may make public. Directory information includes a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received and the most recent previous educational agency or institution attended by the student.

C. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

D. Eligible Student

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

II. Disclosure of Directory Information

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law); 3) The recipients of the directory information; Education Code 234.7 (Model AG policies); 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 5) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be included in the student handbook. Within 5 days of sending notice, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

III. Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School;
- A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students – and receive their written consent – before it releases a student's personally identifiable information.

IV. Parental and Eligible Student Rights Relating to Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within 10 days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

A. Update and Reissuance of Pupil Records

A former pupil of the School may request that former pupil's records to be updated to reflect the former pupil's changed legal name or gender by submitting government-issued documentation in the form of one of the following: State-issued driver's license, birth certificate, passport, social security card, court order indicating a name change or a gender change, or both. Upon the request of the former pupil, the School shall reissue the pupil records, including, but not limited to a transcript, a high school diploma, a high school equivalency certificate or other similar documents conferred on the former pupil. The School is not required to modify records that the former pupil has not required for modification or reissuance. If a former pupil requests that their name or gender is changed and records are reissued, the School shall add a new document to the former pupil's file that includes all of the following: 1) The date of the request; 2) The date the requested records were reissued to the former pupil; 3) A list of records that were requested by, and reissued to, the former pupil; 4) The type of documentation provided by the former pupil in order to demonstrate the legal name or gender change; 5) The name of the School staff person that completed the request; 6) The current and former name or gender of the former pupil. Former pupils who are unable to provide the government-issued documentation described above may request a name or gender change, or both, to the former pupil's records through the process described below in section C.

B. Copies of Education Records

The School will provide copies of requested documents within 10 days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

C. Request for Amendment to Education Records

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted or misleading or in violation of the student's right of privacy, that person may request, in writing, that the School amend the record. The request must be submitted within thirty (30) days of the discovery of the inaccurate or misleading information or a violation of the student's right of privacy. The School will respond within ten (10) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

D. Hearing to Challenge Education Record

If the School denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 30 days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or

eligible student no later than 20 days before the hearing.

The hearing will be conducted by Executive Director. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The Executive Director's decision will be based solely on the evidence presented at the hearing. Within 30 days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. Records of Foster Children

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a pupil, and a caregiver who has direct responsibility for the care of the pupil, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family (as defined below), may access the current or most recent records of grades, transcripts, attendance, discipline and online communication on platforms established by schools for pupils and parents, and any individualized education programs (IEPs) that may have been developed, or any plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 of a currently enrolled or former foster pupil.

A foster family agency, short-term residential treatment program, or caregiver may review and receive pupil records pursuant to subdivision (a) for purposes of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by [Section 16010 of the Welfare and Institutions Code](#), and ensuring the pupil has access to educational services, supports, and activities. These purposes include, but are not limited to, enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring, and other afterschool and summer enrichment programs.

VI. Disclosure of Education Records and Directory Information

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below and for directory information. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School shall permanently keep the consent notice with the record file. A parent, guardian or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information.

The School shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. No student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. Id. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior writing consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the [designate a School official, e.g., Executive Director] about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School will disclose education records, without consent, to the following parties:

School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

- a. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- b. Other schools to which a student seeks or intends to enroll;
- c. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- d. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- e. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- f. Accrediting organizations in order to carry out their accrediting functions;
- g. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
- h. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- i. Persons who need to know in cases of health and safety emergencies;
- j. State and local authorities, within a juvenile justice system, pursuant to specific State law.

- k. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
- l. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- m. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- n. Other disclosures as provided by applicable law.

VII. Requirements in Specific Disclosure Situations

If the School education records pursuant to Section V.b. above without consent to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, the School will make a reasonable attempt to notify the parent or eligible student at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section IV.C. above.

VIII. Record Keeping Requirements

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

IX. Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

Student Internet Use Policy and Agreement

INTRODUCTION

The Internet is a place for the exchange of ideas and information. Accordingly, the Internet is an excellent educational tool that allows students to access a wide variety of information to supplement academic study and research. The Golden Valley Charter Schools (“Charter School”) provides students with Internet access and email accounts to further their education and research. However, the access the Internet provides to computers and people across the world also provides access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet far outweighs the risk that students may access information that is not consistent with educational goals and purposes.

The Charter School has promulgated and adopted the Student Internet Use Policy and Agreement (“Policy”) to ensure that student access to and use of the Internet is consistent with the educational goals and purposes of the Charter School. This Policy sets forth student responsibilities and duties when accessing and using the Internet through Charter School equipment and resource network and when using email accounts maintained by the Charter School. The Charter School has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School equipment and resource networks. The Charter School stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of the Charter School.

In addition to the below identified policies, the Charter School will use technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

An authorized administrator, supervisor or other employee may disable the technology protection measure concerned only during use by an adult to enable access for bona fide research or other lawful purposes.

Students are reminded that their use of Charter School equipment and resource networks reflect upon the Charter School, and Students should guide their activities accordingly.

STUDENT RESPONSIBILITIES

- A. **Use Limited to an Educational Purpose:** The Student acknowledges that access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School equipment and resource networks only in a manner specified in the Policy.
1. *Educational Purpose:* “Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.
 2. *Inappropriate Use:* An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.
- B. **Plagiarism:** Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the

written work as the student's original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

- C. **Copyright:** Student agrees that he or she will not use Charter School equipment or resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the Charter School and the owner of the copyrighted material.
- D. **Communication:** Student agrees that he or she will use Charter School equipment or resource networks or Charter School email accounts in the following manner:
1. Student will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
 2. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
 3. Student will not make threats against others.
 4. Student will not reveal personal information about others.
 5. Student will not use email to send chain letters or "spam" email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
 6. Student will not place illegal information on the Internet, nor will Student use the Internet in any way that violates federal, state, or local law.
 7. All communications will be polite and respectful of others.
 8. Student will not give out to any other Internet user or post on the Internet his or her personal information, including name, address, telephone number, credit card information and social security numbers, unless expressly authorized by the Charter School in writing.
 9. Student will not arrange a face-to-face meeting with someone he or she has "met" on the computer network or Internet without a parent's written permission.
 10. Student will not use the School's equipment in a manner that jeopardizes the security of access of the computer network or other networks on the internet.
 11. Student will not engage in cyberbullying or cyberthreats. Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, smartphone, or pager, of a communication, including but not limited to, a message, text, sound, video or image.
 12. Cyber sexual bullying involves 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 effects described in (1) – (4) 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. EC 48900
 13. Student will not engage in social media bullying on any forum, including but not limited to, internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as SnapChat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student's parent or guardian may be granted access to the Student's email files.

A. Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School,

other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, download hacker tools such as port scanners and password crackers designed for use with Windows (or applicable operating systems), or use Internet Explorer (or other WWW browsing tools) to evade restrictions on what programs Student can run on the Charter School's computers.

B. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

C. Supervision and Student Privacy

Student acknowledges that computer equipment, Internet access networks, and email accounts are owned by the Charter School and provided to students for educational purposes. The Charter School will provide staff to monitor and supervise all Student access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. The Charter School also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Charter School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to Student, if there is suspicion of inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

D. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the Charter School in writing.

E. Information About Others

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

F. Violation of Policy

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses Charter School equipment in a manner that is not consistent with educational use, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with the educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the Student's Internet and email privileges. However, because one of the educational purposes in providing Internet access is to teach students to use the Internet appropriately, the Charter School reserves the right to fashion penalties to specific concerns or specific violations, and Student acknowledges that he or she may receive penalties less than

full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

G. Training

Student acknowledges that he/she will be required to attend training on the requirements of this Internet use policy as a condition of using Charter School owned technology. This will include training about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. Student must demonstrate an understanding of the policy prior to receiving an individual account on the Charter School's system.

Federal Law Compliant Parental/Family Engagement Policy

Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley Orchard School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.²

Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.

A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the

² Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.
- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.

The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The School will provide other reasonable support for parental involvement activities as requested by parents.

Title I School-Parent Compact

The Golden Valley Parent Compact is an agreement between the school, parents and students that firmly unites us. The School-Parent compact explains how parents and teachers will work together to make sure all of our students reach or exceed grade-level standards.

Below are ways each team member will be accountable for helping to achieve this goal.

School Staff/Teachers Responsibilities:

- Provide high quality curriculum instruction in a supportive and enjoyable learning environment.
- Use student achievement data to make instructional decisions and to address the diverse learning styles of students.
- Strive to be aware of the unique needs of every child.
- Create a positive learning environment for all students to experience success.
- Welcome parents as partners in the education of their professional development experiences that continue to improve classroom instruction.

Families/Parents Responsibilities:

- Ensure that my child attends school regularly and on time.
- Support Golden Valley Charter Schools and offer ideas to improve the educational process.
- Provide a safe and positive place for my child to do his or her assignments.
- Welcome teachers as partners in the education of my children.
- Participate in opportunities to learn about the school, needed services, and ways to support my child.
- Communicate with my child daily about their school experience.

Students Responsibilities:

- Attend school regularly and on time.
- Support Golden Valley Charter Schools and ask for help when needed.
- Completing assignments given by their teachers and staying engaged in classes.
- Welcome teachers and parents as partners while they work to help students meet their academic goals.
- Participate in school activities and always try my best.
- Communicate with my parent(s) guardian(s) daily about my school experience.

Parents/Guardians Right to Know:

A Title I, Part A Program Fact Sheet for Parents

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A — *schoolwide* and *targeted assistance*. *Schoolwide* means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.

Targeted assistance makes it possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know--ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered *school improvement* because its students did not make *Adequate Yearly Progress*—meet the state standard in math or reading or both—for two school years in a row.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications. ● ●

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a *schoolwide* program, all paraprofessionals who instruct must have special qualifications. In schools that operate a *targeted assistance* program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, **or**
2. Obtained an associate's or higher degree.

Notification If Your Child's Teacher Is Not Highly Qualified.

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Report Card for Every Student

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

School Accountability Report Card

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its

progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Notification—Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part A funds to reach 100% proficiency: *all students reach state academic standards in math and reading.*

Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of *improvement* in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice—the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services—the option to access remedial instruction for your student

**U.S. Department of Education:
1-800-USA-LEARN (872-5327)**

Suicide Awareness & Prevention Policy

Golden Valley Charter Schools (GVCS) recognizes that suicide is a leading cause of death among youth, and that an even greater amount of youth consider suicide (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention through collaboration between home and school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create safe and nurturing campuses that minimize suicidal ideation in students.

Recognizing that it is the duty of GVCS to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including providing adequate supports for students, staff, and families affected by suicidal ideation, suicide attempts, and loss.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Executive Director or Designee will develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

Golden Valley Charter Schools’ Suicide Awareness and Prevention Policy shall involve school-employed mental health professionals, administrators, other school staff members, parents/guardians/caregivers, students, and appropriate community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention.

The Executive Director will ensure policies regarding suicide prevention are properly adopted, implemented, and updated. Each Golden Valley school (GVOS, GVRS, and GVTS) will have a Suicide Prevention Point of Contact (SPPOC). The Suicide Prevention Point of Contact will be the school principal. The SPPOC will coordinate and implement suicide prevention activities for their school. The SPPOC may designate the school psychologist to carry out these activities. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, GVCS along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

GVCS will provide training in the mental health model of suicide prevention for all school staff members and will be implemented as follows:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-appointed mental health professionals (e.g., counselors, psychologist) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- All GVCS staff will participate in a minimum of one-hour general suicide prevention training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) and will include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate suicide risk assessment referral;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on GVCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on GVCS guidelines;
 - GVCS-approved procedures for responding to suicide risk. Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - GVCS-approved procedures and protocols for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth with a history of suicidal ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences

Employee Qualifications and Scope of Services

Employees of GVCS and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to take action in attempt to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals and administrator employed by GVCS.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the GVCS Suicide Awareness and Prevention Policy.
- This suicide prevention policy shall be prominently displayed on GVCS's Webpage and included in annual notification of policies.
- Parents/guardians/caregivers are invited to provide input on the development and implementation of this policy through meetings of the Board of Trustees' public comment period or private conversation with their school principal.

Student Participation and Education

Under the supervision of school-employed mental health professionals, at-risk students and seventh and eighth grade students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula such as middle school health class.

Intervention, Assessment, Referral

A. Staff

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the school Principal (aka, Suicide Prevention Point of Contact (SPPOC)) and the school psychologist. The SPPOC or designee will follow GVCS's Suicide Prevention Protocols and Suicide Risk Assessment Process.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A suicide risk assessment referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A suicide risk assessment referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the

school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

GVCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
 - An Exchange of Information between the students' mental health treatment provider and the School will be requested from the parent/guardian/caregiver
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the SPPOC (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.
- An SST, 504, or IEP meeting will be scheduled if applicable

Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the Principal or Designee;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- If appropriate follow GVCS Suicide Prevention Protocols and Risk Assessment;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of GVCS property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The

following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for a re-entry plan to school.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Schedule an SST, 504, or IEP team meeting prior to re-entry
- Obtain a written release of information signed by parents/guardians/caregivers and providers, and when appropriate mental health providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Offer Independent Study if the student needs time to transition back to in person school
- Trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in a safety plan.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences

on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Executive Director shall ensure that each school site adopts a plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Postvention Response Plan needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall include the following:
 - School Administrator shall confirm death and cause;
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the GVCS Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Student Complaints

Notification

It is the intent of the School to integrate conflict resolution skills into the curriculum. In accordance therewith, Students that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills without the intervention of a school employee. If, however, the student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Director of the complaint if it cannot be resolved immediately at that level and will notify the student's parent/guardian of the complaint.

Students who have complaints against school personnel or programs may notify a teacher or the Director. If a teacher, or any other staff member, is notified of a student complaint against school personnel or programs, the teacher shall notify the Director.

Procedures

Depending upon the nature of a complaint, the pupil will be provided information concerning the applicable policy and procedures to be followed. For instance, if the complaint is one of sexual harassment or other discrimination, the student will be provided with a copy of the School's policy against harassment and discrimination and provided a complaint form and apprised of the procedures under the policy.

If the School has no specific policy or procedures for the particular complaint, the Executive Director, or his/her designee, will undertake a responsible inquiry into the pupil's complaint to ensure it is reasonably and swiftly addressed. When appropriate, a written statement of the pupil's complaint will be obtained from the student.

Confidentiality

Complainants will be notified that information obtained from the pupil and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

Complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The administration will investigate student complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Universal Complaint Policy & Procedures

It is the policy of the Golden Valley Charter Schools (the “Charter School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Charter School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The Charter School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, and to obtain information about making a different type of complaint contact:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
(916) 987-6141

The Charter School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;
- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint about the Charter School’s safety plan;
- A complaint that the Charter School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;
- Every Student Succeeds Act;
- A complaint that the governing body of the Charter School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;

- A complaint that the governing body of the Charter School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;
- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;
- Other violation of state or federal law under the following: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, Physical Education; School Plans for Student Achievement.

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Common core
- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curricula subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

Internal Procedures

As an initial matter, each supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should the supervisor become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

When making a UCP complaint, if the employee or student is not comfortable contacting the Principal or if that individual is not available, the employee or student should contact:

Jennifer Hoover, Executive Director
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

The Executive Director and Principals have been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from the Executive Director or Principals.

Anonymous Complaints: Students making a complaint of improper fees or complaints that the Charter School has failed

to comply with Education Code sections 47606.5 or 47607.3, may make the complaint

anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the Charter School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the Charter School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director or his/her designee will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the “CRD”) for investigation as required by law.

Written Decision: The Executive Director or his/her designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the Charter School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or his/her designee will send a copy of the written decision to the complainant.

Appeal of School’s Decision

Appeal to CDE: Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the Charter School to make the necessary findings and conclusions on any issue not addressed. The Charter School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination

will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the Charter School’s policy for the Charter School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the Charter School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the Charter School’s retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the Charter School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the Charter School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The Charter School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the Charter School’s website.

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

(Complaint with the Safe Place to Learn Act)

It is the policy of Golden Valley Charter Schools to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Golden Valley Charter Schools to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to

whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on the student's physical or mental health; 3) causes a reasonable student to experience substantial interference with the student's academic performance; 4) causes a reasonable student to experience interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that 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.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves 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 effects described in (1) – (4) 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Investigation and Disposition of Complaints**Golden Valley River**

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or Board. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or Board will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Title IX Sexual Harassment Policy and Grievance Procedures

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or 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. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX Personnel/Parties

The Charter School's Title IX Coordinator is:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigator: The Title IX Coordinator may act as investigator of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the investigator shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the investigator is that of fact finder.

Decisionmaker: The Title IX Coordinator may also act as the decisionmaker of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the decisionmaker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the decisionmaker is to evaluate evidence and make a determination regarding the formal complaint, including submitting a written determination of findings.

Complainants: The following person(s) have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX: 1) A complainant; 2) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; and 3) The Title IX coordinator.

If the complaint involves sex discrimination other than sex based harassment, a complaint may be made by any student or employee or any person other than a student/employee who was participating or attempting to participate in the Charter School's education program or activity at the time of the alleged sex discrimination.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or
 - pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," 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.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” 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.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. 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 in definition of “bullying,” above. A photograph or other visual recording, as described above, 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.
 - b. 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.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, 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.

Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a nonaggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating

- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Title IX Coordinator Responsibilities

The Title IX Coordinator will take the following actions when notified of conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- Treat the complainant and respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures identified herein are initiated or if an informal resolution process has been offered to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate;
- Monitor the Charter School's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, and take steps reasonably calculated to address such barriers
- If a complaint is made, notify the respondent of the grievance procedures and informal resolution process, if available and appropriate.

Reporting Allegations of Sex Discrimination

All employees who are not confidential employees are required to notify the Title IX Coordinator when the employee has information about conduct that may constitute sex discrimination under Title IX or its implementing regulations.

Employees, students and/or their parent/guardian/caregiver, may report sex discrimination to the Charter School's Title IX Coordinator, or to any other Charter School employee, who shall inform the Title IX Coordinator of that complaint.

Complaints may be made in writing, orally, via email, telephone or by any other means reasonably contemplated to result in the complaint reaching the Charter School's Title IX Coordinator.

Procedures

The Charter School's Title IX grievance or complaint procedures apply only to conduct that falls within the definition of sex discrimination under Title IX. Other allegedly offensive conduct may not fall within this process, but may be investigated and handled through other complaint procedures. In order to evaluate which complaint procedures apply, the Title IX Coordinator shall review the complaint to determine if the conduct falls within the definition of sex discrimination under Title IX and its implementing regulations. If a complaint falls within both the Title IX definition and within the definition of complaint subject to the Uniform Complaint Procedure, both processes may be followed. Please contact the Schools Principal to understand all of the School's complaint process options.

Response to an Informal Complaint

Upon receipt of a report of sex discrimination without a formal written complaint, the Title IX Coordinator will offer and coordinate supportive measures for the complainant and explain to the complainant (or other person reporting the behavior) the right and process to file a formal complaint.

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following, within 20 days of receiving an informal complaint:

- 1) The complainant's request not to proceed with initiation of a complaint;
- 2) The complainant's reasonable safety concerns regarding initiation of a complaint;
- 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School;
- 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School's education program or activity.

A formal complaint means an oral or written request to the Charter School that objectively can be understood as a request for the Charter School to investigate and make a determination about alleged discrimination under Title IX or its implementing regulations. The Title IX Coordinator may request the complainant to fill out a formal complaint form in order to initiate a formal complaint, although that formality is not required.

Supportive Measures

Supportive measures are non-disciplinary and nonpunitive and shall be available at any time during a Title IX investigation. These may include, but are not limited to, counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment.

The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.

The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when a legal exception applies.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or

more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of supportive measures.

Response to a Formal Complaint

In response to a formal complaint, the Title IX Coordinator confirm, in writing as described below, the receipt of the complaint and will determine whether the allegations fall within the definition of sex discrimination under Title IX. If so, the Title IX Coordinator will follow this policy to resolve the complaint. If it does not, the Title IX Coordinator will either dismiss the complaint or refer the complaint to a different division with the Charter School to handle the complaint, such as through the school's Uniform Complaint Procedures.

The Title IX Coordinator will initiate an investigation, by identifying an investigator and/or decisionmaker. A written decision shall be issued within sixty (60) calendar days receipt of the formal complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of grievance procedures.

Emergency Removal: The Charter School may remove an accused from the Charter School's education program or activity on an emergency basis, provided that the Charter School first undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is an employee, the employee may be placed on administrative leave during the formal investigative process. If the respondent is a student, state and federal laws may impose additional procedural requirements for removal.

Written Notice of the Formal Complaint

Within 10 calendar days of the receipt of the formal complaint, the Title IX Coordinator shall provide the parties with a notice of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute sex discrimination under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

During the Grievance Process:

Investigation

The investigator will review the complaint and other submitted evidence, gather additional evidence, and interview witnesses or parties. The investigator may also offer, modify or terminate supportive measures.

The investigation shall be adequate, reliable, and impartial. To do so, the Charter School shall: 1) ensure that the burden is on the Charter School to conduct the investigation that gathers sufficient evidence to determine whether sex discrimination occurred; 2) provide an equal opportunity for the parties to present fact witnesses and other inculpatory or exculpatory evidence that are relevant or not otherwise impermissible; and 3) review

all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

The investigator shall provide the parties with the opportunity to review the relevant and not otherwise impermissible evidence (or an accurate description of the evidence) that is directly related to the allegations raised in the formal complaint. If provided with an accurate description of the evidence, the Charter School will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Thereafter, the parties will have a period of seven calendar days to review the evidence (or description thereof), respond, ask the investigator additional questions, and provide or suggest additional evidence to be considered by the investigator. The Charter School will also take steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

The investigator/decisionmaker will question the parties and witnesses initially and may reach out to the parties and witnesses again after its first initial round of questions. The investigator/decisionmaker may determine whether to question the parties and/or witnesses in person or remotely with the goal that the questioning must provide the opportunity to adequately assess a party's or witness's credibility to the extent that it is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

Presumption: There is a presumption that the accused is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

Extension of Time Frames: While the Charter School endeavors to complete the grievance procedure within the timelines included in this policy, the Charter School may notify the parties of the need for a reasonable extension of time on a case-by-case basis for good cause during any of the major stages of the process, including during evaluation, investigation, determination, and appeal. Additionally, if one of the parties involved requests a reasonable extension of time for cause, the Charter School shall, on a case-by-case basis, reasonably consider such request.

Privacy: The Charter School shall take steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures, provided that the parties must be able to obtain and present evidence, including speaking to witnesses, consulting with their family members, confidential resources or advisors, or otherwise preparing for and participating in the grievance procedures.

Evaluation: The Charter School's investigator or decisionmaker shall evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, and provide that credibility determinations are not based on a person's status as a complainant, respondent, or witness. The following evidence, and questions seeking that evidence, are impermissible:

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the privilege or confidentiality has been voluntarily waived;
- A party's or witness's records that are made or maintained by a physician, psychologist or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the

complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Standard of Evidence: For all formal complaints of sex discrimination, the Charter School shall use the preponderance of the evidence standard of proof. The decisionmaker shall evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the standard of proof, the decisionmaker must not determine that sex discrimination occurred.

Dismissal of a Formal Complaint:

The Charter School shall investigate the allegations in a formal complaint and may dismiss a complaint of sex discrimination for any of the following reasons:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its regulations even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its regulations.

Prior to dismissing the complaint, the Charter School must make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant or simultaneously if the notification is in writing.

Consolidation of Formal Complaints. A Charter School may consolidate formal complaints as to allegations of sex discrimination against more than one respondents, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Determination Whether Sex Discrimination Occurred.

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Charter School will notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its implementing regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The Charter School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the Charter School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If there is a determination that sex discrimination occurred, the Title IX Coordinator is responsible for coordinating the provision and implementation of remedies to a complainant and other persons the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including

notification to the complainant of any such disciplinary sanctions, and other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

The Charter School will not discipline a party, witness, or others participating in the Charter School's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the Charter School's determination whether sex discrimination occurred.

If the Charter School dismisses the complaint, it will offer supportive measures to the complainant as appropriate and, if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate.

Appeals

Upon dismissal of a complaint, the Charter School will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal on the bases set out below. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will notify the respondent that the dismissal may be appealed.

If the dismissal is appealed, the Charter School will:

- Notify the parties of any appeal, including notice of the allegations as required above if notice was not previously provided to the respondent
- Implement appeal procedures equally for the parties
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
- Ensure that the decisionmaker has been trained
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
- Notify the parties of the result of the appeal and the rationale for the result

The Charter School shall offer both parties an appeal from a determination whether sex discrimination occurred, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that would change the outcome of the matter;
- 2) New evidence that would change the outcome and that was not reasonably available at the time when the determination whether sex discrimination occurred or dismissal was made; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that would change the outcome of the matter.

The Charter School may offer an appeal equally to both parties on additional bases.

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging,

the outcome;

- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

The Charter School has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations or when a complaint of sex discrimination is made and may decline to offer information resolution despite one or more of the parties' witnesses. This decision may be made if the Charter School determines that the alleged conduct would present a future risk of harm to others.

The Charter School shall not require or pressure the parties to participate in an informal resolution process.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

The facilitator of the information resolution process will not be the same person as the investigator and/or decisionmaker for the Charter School's grievance process. The facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Recordkeeping

1) A Charter School must maintain for a period of seven years records of—

(A) For each sex discrimination complaint, records documenting the informal resolution process or the grievance procedures, and if applicable, the resulting outcome.

(B) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, including notifications, records documenting the actions the Charter School took to meet its legal obligations.

(D) All materials used to provide required training. The Charter School must make these training materials available upon request for inspection by members of the public.



Mental Health Resource Letter

Golden Valley Charter Schools Parents and Guardians,

California Education Code Section 48980 requires that you are notified in writing on how to initiate access to available pupil mental health services on campus or in the community, or both. The mental health of your student is very important to us and as always, we are ready to work with you to coordinate on any issue that may involve the social-emotional needs of your student. Below are local resources that may be available to you and your student should the need arise. Please keep us informed as appropriate so that we can assist you in caring for and providing services to your student.

- On-campus counselors or student support staff, as applicable to your charter school/organization;
- Most private health care plans (eg: Kaiser, Blue Cross, Health Net, etc.) and Medi-Cal offer mental health care and/or cover mental health services as a covered benefit;
- County mental health resources (a statewide list of county contacts is posted here:
 - Sacramento County (888) 881-4881
 - Placer County Family and Children Services (866) 293-1940

Please let me, your student's teacher or any of the administrative staff know if we can be of further assistance to you or your student.

Sincerely,

Jennifer Hoover
Executive Director, Golden Valley Charter School

Orchard School Board Report, January
By Upekkha Evans, Faculty Chair

Welcome back and happy new year. Saying goodbye to 2025 and welcoming the new year has been exceptional. The holiday break was adventurous and restful for many of us. Some needed more love, support, and time off. Bringing the children back into our routines has been a smooth transition for many of us. Others have been met with challenges brought by mother nature. Returning came with a bit of a flood in several rooms, no internet, heat, and electricity in many rooms. San Juan Unified rapidly responded to the dire situations and brought back the lights, internet, and helped dry up the flood waters. One class is temporarily being held in another space due to the smell of mold in the rooms that are drying out.

Our dedicated kindergarten teachers are steadily working on our beloved Journey Around the World Festival on February 7, 2026. This celebration is a time-honored event and one that emulates community and global awareness. February is also the month for Kindness Week. It will be held February 9 –13, 2026. What ways do you express kindness in your everyday life? The children enjoy expressing creative ways to show kindness and are so good at keeping this alive all year round.

At a previous board meeting, River's Faculty Chair expressed the needs of the teachers at River. Please know that Orchard is in a similar space and morale is low. We are here for the children and that is our focus. Strong mentorship is needed for most, and we know it is in the works and are hoping something can happen soon. We are continuing to navigate the many paths of communication that we have as a tool for change, growth, and harmony for the faculty, staff, and students.

We do know and acknowledge all that has been done by leadership and appreciate you all. May our trust in each other grow and flourish.

River School Board Report, January
By Tavia Pagan, Faculty Chair

The three weeks between the Thanksgiving and Holiday Breaks were packed full of joyful and celebratory activity. Buddy classes had bonding opportunities with seasonal themes, while faculty and staff were treated with seasonal snacks by parents and each other. The River Faculty acknowledges that food is our love language... participating in a faculty meeting always includes the opportunity for snacks!

Banyan Tree 2nd Grade Class presented Santa Lucia with confidence. The whole MP Room was captivated by their sweet voices. We carried the reverent mood back to our classrooms and received a personal, encore performance when Santa Lucia buns were delivered to each class.

Parent Circle created a beautiful Children's Store on the stage in the MP Room. Students look forward to participating in this special event each year.

Lee Sturgeon Day and Alice Stamm attended our last faculty meeting of 2025. Their collective wisdom was a gift to our faculty as we headed into the holiday break. The faculty left the meeting feeling nourished and connected. Lee's ultimate message to us is that love is the medicine to despair. Alice offered to return and work with us on Rudolf Steiner's The Study of Man. We are so grateful to them both for their generosity and commitment to our faculty and school community.



Dear Board and School Community Members,

As we begin the new calendar year, I would like to share a brief report highlighting board-related activity, school progress, and areas of focus for the month of January.

Governance and Board Work

January provided an opportunity for the Board to re-center on our governance responsibilities and long-term vision. We continue to work collaboratively to clarify roles, strengthen committee alignment, and ensure that our policies and practices support the mission and values of our Waldorf school. We continue our appreciation of staff and families' thoughtful engagement and steady commitment to our schools.

School Leadership and Operations

The Board has accepted Executive Director applications and will begin reviewing them.

Financial Oversight

The Board continues to monitor fiscal health carefully, with attention to responsible stewardship and long-term planning. We are grateful for the ongoing work to align financial decisions with our educational mission.

Community and School Culture

The Board continues to recognize the importance of community warmth and connection during the winter months. We are encouraged by continued family engagement and efforts across the school to nurture resilience, collaboration, and care with the community.

Looking Ahead

As we move into the coming months, the Board will send surveys to the school community to gather information on the Interim Executive Director's job performance and leadership. The Board will continue focusing on governance effectiveness, strategic planning, and enrollment sustainability. Our intention remains to serve as steady stewards of the school's mission while supporting a thriving educational environment for students, families, and staff.

Thank you for your continued dedication and service.

Warm regards,

Katharine Gerski-Keller
Meredith Willsen



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, Interim ED

January 14, 2026

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

January marks a time of renewed focus as we continue advancing our academic initiatives, engaging our community, and supporting the operational health of the school. January offers an important moment to reflect on our progress, recommit to our shared goals, and focus on the work ahead in support of our students' academic growth, well-being, and long-term success. The following updates highlight key instructional initiatives, community engagement efforts, and operational priorities currently underway.

The Reading Difficulty Screener has officially begun implementation in second grade. Kindergarten and first grade students will be screened later in the school year. This screener is a state requirement for all public schools serving students in grades K–2 and is designed to identify students who may be at risk for future reading difficulties. Early identification allows us to respond proactively with targeted instructional supports and interventions, strengthening our overall literacy program and ensuring compliance with state mandates.

In addition, student-level reports from Parsec have finally been released to school leadership. These reports provide valuable insight into individual student progress and performance. Teachers will be forwarded these reports to support instructional planning and data-informed decision-making. The front office will also mail copies of the reports directly to families to ensure clear communication and shared understanding of students.

The next River Renewal Committee meeting is scheduled for January 29th from 5:00–6:00 p.m. This meeting will focus on collaborative development of questions for the River community. The goal is to gather meaningful qualitative data that will be incorporated into the charter document, ensuring that community voice and values are well represented in the renewal process.

As cold and flu season continues, student absences typically increase during this time of year. Families are strongly encouraged to enroll in Attendance Recovery when students miss school. While there is no true substitute for missed classroom instruction, Attendance Recovery offers students opportunities for enrichment while also allowing the school to recoup lost ADA funding associated with absences. Continued communication with families around attendance remains an important operational priority.



ORCHARD -

Orchard School is well represented in this year's *Best of Orangevale* nominations. We are proud to share that Ms. Hanley and Mr. MacKinnon have been nominated for *Best Teacher*, Orchard School has been nominated for *Best School*, and Katie Alanis has been nominated for *Best Volunteer*. These nominations reflect the strength of our staff, community, and family engagement. Community members are encouraged to support Orchard by voting at BestofOrangevale.com.

We are grateful to share an update on a meaningful project recently awarded to our school through a Peace Grant. With this support, we will be installing a Peace Pole on campus – a visible and lasting symbol of our commitment to inclusion, kindness, and global connection.

Peace Poles traditionally display the message “May Peace Prevail on Earth” in multiple languages, representing unity across cultures and a shared hope for a peaceful world. For our students, this project will serve as a daily reminder of empathy, respect, and the importance of peaceful problem-solving. It also provides a powerful opportunity for dialogue, reflection, and community connection within our school environment.

This project is made possible through Peace Educators Allied for Children Everywhere (P.E.A.C.E.), a national membership nonprofit organization of early childhood educators and volunteers working together to make the world a more peaceful, safe, and welcoming place for everyone. P.E.A.C.E. believes that the foundations for lives of peace are built in early childhood and supports peace-building locally, nationally, and globally through example, education, and activism

RIVER -

Welcome back, and Happy New Year! As we return from the holiday break, January invites us into a quieter, more inward season—a time to reestablish routines, renew intentions, and gently strengthen our inner resolve. It is fitting, then, that our virtue for the month of January is **self-discipline**.

In a Waldorf setting, self-discipline is not about strictness or external control. Rather, it grows organically through rhythm, repetition, and purposeful work. When children experience consistent daily rhythms—arriving on time, caring for their materials, completing meaningful work, and practicing skills over time—they slowly develop the ability to guide themselves. This inner discipline becomes a foundation for confidence, independence, and resilience.

After the expansiveness of the holidays, January can feel like a reset. You may notice teachers emphasizing classroom routines, focused work, and thoughtful transitions. This is intentional. These practices help students settle back into the life of the school and prepare them for the deeper academic and social work of the months ahead. This virtue can be supported at home by reestablishing predictable daily rhythms for sleep, meals, homework, and screen use. We can also support this virtue by encouraging children to take responsibility for age-appropriate tasks, modeling self-discipline through our own habits and follow-through, and by speaking about mistakes as opportunities to practice again.

Self-discipline is built slowly, through patience and practice. It is strengthened when children feel supported rather than pressured, and when expectations are clear and loving. As we move through the heart of winter together, may we all find steadiness in routine, warmth in community, and confidence in our ability to meet challenges with intention and care.

Enrollment and Attendance – Orchard				
	2025-2026	Month 5 ADA	Movement	25/26 Budget Assumptions
TK	30	96%	+1	
K	30	95%	0	
ABK	20	TK:94%/K:93%	0	
OBK	20	TK: 97%/K:95%	0	
MBK	20	TK:97%/T:97%	+1	
1	28	94%	0	
2	44	90%	0	
3	45	95%	+1 (1)	
4	27	96%	+1	
5	31	95%	0	
6	29	96%	+1 (1)	
7	28	98%	0	
8	20	91%	0	
Total	01/01/2026	Month 5 ADA Total 95%	312	

Enrollment and Attendance – River				
	2025-2026	Month 5 ADA	Movement	25/26 Budget Assumptions
TK	38	92%	+1	
K	43	91%	(1)	
CBK	20	TK:100%/K:100%	0	
LBK	20	TK:91%/K:93%	0	
PBK	20	TK:92%	+1	
SBK	21	K:90%	(1)	
1	46	95%	+1 (1)	
2	32	97%	0	
3	30	96%	0	
4	27	94%	0	
5	27	96%	0	
6	30	94%	0	
7	22	97%	(1)	
8	20	92%	0	
Total	01/01/2026	Month 5 ADA Total 95%	316	

Enrollment – We have recorded Parent Information Meetings available for prospective families to watch as well as scheduled in person meetings. We will continue to accept applications and make offers for enrollment when there is an open seat in a class, until Enrollment closes for the 2025-2026 school year.

We currently have no more Parent Information Meetings for the 2025-2026 school year. We have scheduled our Open Enrollment Parent Information Meetings for the 2026-2027 School year for January and February 2026 and they are posted on our website.

Current waitlist for the Orchard School as of 01/07/2026:

TK: 9

K: 9

Current waitlist for the River School as of 12/04/2025

TK: 15

2: 3

Marketing, Communications & Outreach

- **Focus:** Highlighting the daily life and vibrancy of Golden Valley Charter Schools on social media, demonstrating an engaged and connected community.
- **Actions:**
 - Active social media posting with glimpses (“windows”) into school life
 - Open Enrollment Communication & Marketing Roll-out
 - Enrollment Coordinator connecting with feeder Pre-schools and business to send Parent Information Meeting dates
 - Social Media posts with the Parent Information Meeting information with ads
 - Physical Enrollment Post cards to share in school offices and with the community
 - Newsletter communications with current families

Communications

- **Community:**
 - Gala & GVEF mixers for recruitment and for adults to mingle. Next on is 1/21/26.

Development**Annual Giving Campaign**

- Trickle of donations: sending emails and ParentSquare Message to former donors to donate again

Fundraising with GVEF

- **GVEF Meeting (1/12):**
 - GVEF meets Second Tuesday for January
 - Launching Gala Tickets for first week of February
 - Mixer set for Jan 21 to recruit more members
 - Working on the Gala for 2026
 - Top priority is obtaining silent auction items, class art, and working with volunteers for day of and leading jobs for the event to run smoothly
- Next Meeting scheduled for Feb 3

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	115/312	\$23,494		\$75,000.00
GVRS	168/315	\$35,375		\$75,000.00
General Donation	n/a	\$1500		
TOTAL	283/627	\$60,369	\$84,000	\$150,000.00