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

September 9, 2026

Board Meeting Access Information

Date:	*Wednesday, September 9, 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 19, 6550 Filbert Ave, Orangevale, CA 95662*
Zoom Link:	*Topic: BOT Regular Meeting 2026.09.09* *Time: September 9, 2026 05:00 PM Pacific Time (US and Canada)* *Join Zoom Meeting* *https://us02web.zoom.us/j/82393209231?pwd=wFQdv8bmrGbsveGyMrVmj4TM43yba4.1* *Meeting ID: 823 9320 9231* *Passcode: 097805* *---* *One tap mobile* *+16699009128,,82393209231#,,,,*097805# US* *Join instructions* *https://us02web.zoom.us/meetings/82393209231/invitations?signature=UJFakKVI_QdPie3WUrF47EUUWwYS4PXdHF2hH6BxA_g*

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@goldenvalleycharter.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@goldenvalleycharter.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.

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

September 9, 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, Meredith Willsen, Ekaterina Khmelniker, 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 August 19, 2026, Annual Meeting Minutes?***

6.2 ***Shall the Board approve an out-of-state field trip for the Orchard School 7th Grade Class to Ashland, Oregon in the Fall of 2026?***

7. **Appointment of New Members to the Board of Trustees** – 5:22 p.m. *(K. Gerski-Keller)*
   Discussion/Action: Shall the Board appoint new members to the Board of Trustees?

8. **BOT Oath of Office** – 5:24 p.m. *(K. Gerski-Keller)*
   Discussion/Action: Shall each new Board member complete the Oath of Office for the 2026/2027 school year?

9. **2025-2026 Unaudited Actuals, GVOS** – 5:25 p.m. *(B. Lara)*
   Discussion/Action: Shall the Board approve the 2025-2026 Unaudited Actuals for Golden Valley Orchard School (GVOS)?

10. **2025-2026 Unaudited Actuals, GVRS** – 5:45 p.m. *(B. Lara)*
    Discussion/Action: Shall the Board approve the 2025-2026 Unaudited Actuals for Golden Valley River School (GVRS)?

11. **Golden Valley River School Charter Renewal (2027-2032)** – 6:00 p.m. *(J. Hoover)*
    Discussion/Action: Shall the Board approve the Golden Valley River School Charter Petition (2027-2032) for submission to San Juan Unified School District for renewal?

12. **Board Retreat Agenda Items** – 6:30 p.m. *(K. Gerski-Keller)*
    Discussion: The Board will discuss potential agenda items for their annual Board Retreat.

13. **Faculty Reports** – 6:40 p.m.
    Faculty Chair Report, Orchard: Orchard Faculty Chair, Jordan Watkins, will present items of interest to the board. *(J. Watkins)*
    Faculty Chair Report, River: River Faculty Chair, Sarah Chase, will present items of interest to the board. *(S. Chase)*

14. **Executive Reports** – 6:50 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.

15. **Recitation of the Motto of the Social Ethic** – 7:00 p.m.
    The healing social life is found
    When in the mirror of each human soul
    The whole community finds its reflection,
    And when, in the community,
    The virtue of each one is living.
16. **Adjournment of the meeting** – 7:01 p.m. *(K. Gerski-Keller)*

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

August 19, 2026

Annual Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:05 p.m.**

2. **Roll Call** –
   Board Members Present: Katie Gerski-Keller, Meredith Willsen, Stephen Quadro, Ekaterina Khmelniker, Jessica Crew, James Stark joined the meeting at 5:51 p.m.
   Guests: Brittany Galles, Jennifer Hoover, Becky Page (remote), Ryan Sutton, Mindy Kiel, Sarah Chase, Jordan Watkins

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 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.

   TABLED. NO ACTION.

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

   Stephen Quadro announced his resignation from the Golden Valley Charter Schools Board of Trustees.

5. **Public Comment** –
   There were no public comments.
   Chair Katie Gerski-Keller closed public comment at 5:09 p.m.

6. **Minutes Approval –**
   It was moved by Ekaterina Khmelniker and seconded by Jessica Crew that the board approve the June 24, 2026, Special Meeting Minutes.

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

7. **GVCS Stipend Schedule** –
   The Board reviewed the proposed stipend schedule, which remains substantially unchanged from the prior year. Jennifer explained several stipends that were no longer necessary were removed, and the attendance recovery stipend was increased from $2,000 to $2,500. Attendance recovery will be offered at the conclusion of the school year in June, rather than throughout the school year, to encourage credentialed faculty to participate. Jennifer clarified roles of the athletic director as well as the volleyball stipend explaining that half is paid from Parks and Rec. Most stipends are paid at the end of December and May, with the exception of coaching stipends, which are paid at the conclusion of the specific sport season. Stipend procedures are also listed.

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It was moved by Ekaterina Khmelniker and seconded by Meredith Willsen that the Board approve the Stipend Schedule for Golden Valley Charter Schools (GVCS).

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

8. **Amended SARC for GVOS –**
The Board reviewed the revised School Accountability Report Card (SARC) for Golden Valley Orchard School (GVOS). The revisions were made at the request of San Juan Unified School District following additional review by the County. Additional details were added regarding facilities procedures, including work orders, cleaning standards, and deferred maintenance, as well as the selection of books and instructional materials. The revisions were made to provide greater clarity and detail and did not reflect any identified deficiencies. The revised SARC will be submitted to San Juan Unified School District by September 1 for forwarding to the County. Going forward, the additional detail will be incorporated into the SARC for both Orchard and River.

It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the Board approve the amended 2024-2025 Golden Valley Orchard School (GVOS) School Accountability Report Card (SARC).

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

9. **GVEF MOU –**
The board would like to get a signed Memorandum of Understanding (MOU) between GVCS and Golden Valley Educational Foundation (GVEF). The Board was provided with the most recent draft on file to look over and discuss, it then will be discussed amongst GVEF to make edits and eventually come back to the Board for approval. Items that were discussed are as follows:
   1. Adding language surrounding if there is a conflict between GVCS and GVEF on a decision, how to resolve.
   2. Dates throughout the MOU need amending – specifically under Budget Requirements on page 3.
   3. Make sure Roles and Responsibilities on pages 2-3 are being followed through by both GVCS and GVEF, specifics around attending meetings.
   4. Clarify if all same rules apply to Parent Circle (PC) Account – specifically verbiage on page 2 E. mentioning to serve as the corporate entity and fiscal agent.
   5. Page 2 E. – Parent Circle Accounts needs to be amended to singular account
   6. Marlene's title is inconsistent throughout the MOU – page 4 V. and page 5 VIII. A. and C.
   7. Page 5 VIII. B. – edit "may" in "The updates may include summary of etc.." These items should be included.
   8. Page 5 VIII A. – date of September 1st, the BOT agrees could be changed to "by the first Board Meeting of the school year."
   9. Page 5 VIII D. – clarify who is an outside benefactor.
   10. Page 5 VIII E. – date of February 15th, omit having a date here.
   11. Edit and update GVEF Board of Directors President name on signature page.

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The Board explained that they would be happy to review red-line edits provided by GVEF. They also noted that GVEF may prepare an entirely revised version of the draft MOU if preferred. Katie mentioned that she is open to further discussion with GVEF regarding edits to the MOU, if needed.

TABLED. NO ACTION.

10. **Voting of Community Members to the Board of Trustees** –

TABLED. NO ACTION.

11. **Election of Officers to the Board of Trustees** –
10.1 It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the Board approve to elect Katie Gerski-Keller as Board Chair for the 2026-2027 school year.

(Ayes: 3, Noes: 0, Abstain: 1, K. Gerski-Keller)

10.2 It was moved by Katie Gerski-Keller and seconded by Jessica Crew that the Board approve to elect Meredith Willsen as Board Vice-Chair for the 2026-2027 school year.

(Ayes: 3, Noes: 0, Abstain: 1, M. Willsen)

10.3 Board Secretary

TABLED. NO ACTION.

James Stark joined the meeting at 5:51 p.m.

12. **Formation of Board Committees** –
11.1 It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the Board approve to appoint James Stark to the Finance Committee for the 2026-2027 school year.

(Ayes: 4, Noes: 0, Abstain: 1, J. Stark)

It was moved by Meredith Willsen and seconded by James Stark that the Board approve to appoint Ekaterina Khmelniker to the Finance Committee for the 2026-2027 school year.

(Ayes: 4, Noes: 0, Abstain: 1, E. Khmelniker)

11.2 It was moved by Meredith Willsen and seconded by James Stark that the Board approve to appoint Katie Gerski-Keller to the ED Review Committee for the 2026-2027 school year.

(Ayes: 4, Noes: 0, Abstain: 1, K. Gerski-Keller)

It was moved by Meredith Willsen and seconded by Ekaterina Khmelniker that the Board approve to appoint Jessica Crew to the ED Review Committee for the 2026-2027 school year.

(Ayes: 4, Noes: 0, Abstain: 1, J. Crew)

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11.3 It was moved by Ekaterina Khmelniker and seconded by Jessica Crew that the Board approve to appoint Meredith Willsen to the Conflict Resolution Committee for the 2026-2027 school year.

(Ayes: 4, Noes: 0, Abstain: 1, M. Willsen)

13. **BOT Oath of Office –**
    Board members Katie Gerski-Keller, Meredith Willsen, Ekaterina Khmelniker, James Stark and Jessica Crew recited, completed and signed the Board of Trustees (BOT) Oath of Office for the 2026-2027 school year.

14. **Board Retreat Date and Agenda Items –**
    The Board agreed on October 3rd, 2026, from 10:00 a.m. to 4:00 p.m. for their annual Board Retreat date. The retreat will be held at the Golden Valley Charter Schools Central Office. The Board decided to further discuss Board Retreat Agenda Items at the following regular board meeting in September.

15. **Faculty Reports –**
    Faculty Chair Report, Orchard: Orchard Faculty Chair, Jordan Watkins, presented items of interest to the board.
    Faculty Chair Report, River: River Faculty Chair, Sarah Chase, presented items of interest to the board.

16. **Executive Reports** –
    Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, presented items of interest to the board.
    Executive Director Report: Executive Director, Jennifer Hoover, presented items of interest to the board.

17. **The Board recited the Motto of the Social Ethic**.

18. **Chair Katie Gerski-Keller adjourned the meeting at 6:16 p.m.**

Respectfully submitted by Brittany Galles.

_____ _____

Katie Gerski-Keller, Chair **Date**

DRAFT

September 2, 2026

Marcus Neal

Dear Board of Trustees,

I am writing you to inform you of my desire to join the board. I believe my past experiences with GVCS leadership, San Juan Unified School District, and the work I perform at my current job can be assets to the work the Board of Trustees accomplishes.

I have been active in my daughter's class since she was in first grade and she is now in sixth. I have attended most Finance Committee meetings, Board of Trustee meetings and CAC meetings, also being an active participant in the latter two. Through my job I have experience working with leadership in many schools in the San Juan Unified, Sacramento County Unified, and Elk Grove Unified School Districts. Most importantly I have a desire to see GVCS flourish and grow, to bring the opportunity of a Waldorf education to more children.

I believe my experiences and actions over the past three years has shown my desire for GVCS to succeed and my addition to the board can help that come to fruition.

Sincerely,

Marcus Neal

To whom it may concern:
My name is Julia Koch and I am interested in joining Golden Valley School's Board of Trustees. My son is in his 4th year at River School, and is a student in Mr. Miller's 2nd Grade Dragon Tree class. I have been working in the field of public education for nearly 20 years. I began as an instructional aide and coordinator of an academic and behavioral intervention afterschool program while I earned my multiple subject credential. I then taught 2nd-5th grades for 8 years in Santa Cruz before moving to Sacramento in 2021. Once here, I worked as a classroom teacher and then as a reading and math intervention teacher for San Juan Unified School District. This year, however, I have transitioned to working for Elk Grove as a Curriculum and Instructional Coach.

Over these nearly 20 years in public education, I have been fortunate enough to see three very different approaches in three districts, as well as how school sites and districts work from the vantage point of several different positions. In my most recent positions as an intervention teacher and coach, I have transitioned from focusing intensely on the microcosm, as is the necessity of a classroom teacher, to a broader view. I have begun to look at the systems that school districts employ to educate their students and have seen where many of these systems fall short. And I have worked on systems development and improvement, leading my school site in looking deeply at our academic outcome data and building a site literacy plan. I am well-trained in the Science of Reading, and serve on my department's numeracy team. In short, I bring a wealth of experience to the table.

Further, I am interested in supporting the ongoing success of my son's school for the obvious reason of any parent doing what it takes to see their child thrive. I have volunteered for the school in other capacities up to this point: driving on field trips, doing class laundry, supporting events such as May Day and our Gala, But serving on the Board would also be an opportunity to see a school from yet another vantage point, so that I may continue to contribute to the development of systems that support the well-being and self-realization of all the children in its embrace. I am also deeply invested in education as the expression of a society's moral duty to care for its children and its own future. For me, serving on the Golden Valley Board is an obvious expression of my commitment to my child, my community, and to the field of education.

Thank you for considering my request to join the Golden Valley Board of Trustees.

Warmly,

Julia Koch
Parent of a Dragon Tree 2nd Grader
Curriculum and Instructional Coach, Elk Grove School District

GOLDEN VALLEY
CHARTER SCHOOLS

Board of Trustees Oath of Office

"I, INSERT NAME HERE, do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Trustees of Golden Valley Charter Schools, in accordance with the Constitution of the United States, the Constitution of the State of California, and the laws of the State of California, to the best of my ability.

"I further swear (or affirm) that:

“I shall participate in the group process to make decisions and take actions based on what is best for the Corporation as a whole, in keeping with our vision, mission and charters, and not based on a personal agenda;

“I shall perform my duties, including duties as a member of any committee, in good faith, with candid actions and active participation, including asking questions to help make informed decisions.

“I shall act the way a reasonably prudent person would in a like position and under similar circumstances;

“I shall place the Corporation’s interests over any other organization’s interests or personal interests;

“I acknowledge the board’s decisions or actions are final, and shall support and implement the decisions; and shall not undermine them, publicly or privately;

“I shall practice and maintain a respectful, courteous attitude in all interactions with other Trustees and guests, both verbally and non-verbally.

“I shall take turns speaking with show of hands, will focus on the speaker, and will avoid side conversations.

“I shall not speak for, or in the name of, the Board unless by explicit direction of the Board unless I am the Board Chair;

“I shall support all Board decisions until it is amended or rescinded by the Board, even if I voted against the decision;

“I shall maintain confidentiality on matters regarding personnel, student and family information, site negotiations and other areas;

“I shall use discretion in all communications. If confidentiality is violated, I may be removed from the Board.

“I shall abide by the Bylaws;

“I shall support the Charter, vision and mission of the organization.”

_____ _____

INSERT NAME HERE Date

ALT - Charter School Unaudited Actuals Financial Report — Alternative Form

July 1, 2025 to June 30, 2026

Local Educational Agency (LEA): Golden Valley Orchard

Charter Number: 1728

County: Sacramento

Oversight Entity: San Juan Unified

Fiscal Year and Reporting Period: 2025–26 Unaudited Actuals

County District School (CDS) Number: 34 67447 0132399

Dataset Submission Number: G8AS2EWZM3 (2025–26)

California Department of Education (CDE)

Standardized Account Code Structure (SACS) Web Financial Reporting System, System Version SACS V16

Form ALT, Form Version 11 (FV11)

Printed: 08/28/2026 01:27 PM

Note: In this document, non-shaded cells within tables that contain a dash ('-') represent instances where no data is displayed. Cells within tables that contain a dash ('-') and are shaded gray represent instances where the system does not allow data entry. Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office of the School Fiscal Services Division at sacsweb@cde.ca.gov .

Alternative Form - July 1, 2025 to June 30, 2026

County: Sacramento

Charter Number: 1728

This charter school uses the following basis of accounting: (Select one)

(X) ***(Selected)*** *Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900–6920, 7438, 9400–9489, 9660–9669, 9796, and 9797)*

( ) (Unselected) Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100–6170, 6200–6700, 7438, 7439, and 9711–9789)

Description	Object Codes	Unrestricted	Restricted	Total
A. Revenues				
1. Local Control Funding Formula (LCFF) Sources	-	-	-	-
State Aid - Current Year	8011	2,634,499.00	-	**2,634,499.00**
Education Protection Account State Aid - Current Year	8012	59,092.00	-	**59,092.00**
State Aid - Prior Years	8019	7,683.00	-	**7,683.00**
Transfers to Charter Schools in Lieu of Property Taxes	8096	926,031.00	-	**926,031.00**
Other LCFF Transfers	8091, 8097			**0.00**
Total, LCFF Sources		**3,627,305.00**	**0.00**	**3,627,305.00**
2. Federal Revenues (See note in Section L)	-	-	-	-
Every Student Succeeds Act	8290	-	15,820.00	**15,820.00**
Special Education - Federal	8181, 8182	-		**0.00**
Child Nutrition - Federal	8220	-	49,926.80	**49,926.80**
Donated Food Commodities	8221	-		**0.00**
Other Federal Revenues	8110, 8260–8299	866,796.93	37,817.89	**904,614.82**
Total, Federal Revenues		**866,796.93**	**103,564.69**	**970,361.62**
3. Other State Revenues (StateRev)	-	-	-	-
Special Education (SE) - State	StateRevSE	-	134,346.00	**134,346.00**
All Other (AO) State Revenues	StateRevAO	336,273.56	337,514.69	**673,788.25**
Total, Other State Revenues		**336,273.56**	**471,860.69**	**808,134.25**
4. Other Local Revenues (LocalRev)	-	-	-	-
All Other Local Revenues	LocalRevAO	77,362.85		**77,362.85**
Total, Local Revenues		**77,362.85**	**0.00**	**77,362.85**
5. Total Revenues		**4,907,738.34**	**575,425.38**	**5,483,163.72**
B. Expenditures (See note in Section L)				
1. Certificated Salaries	-	-	-	-
Certificated Teachers' Salaries	1100	978,346.37	34,813.18	**1,013,159.55**
Certificated Pupil Support Salaries	1200	22,442.64		**22,442.64**

Description	Object Codes	Unrestricted	Restricted	Total
Certificated Supervisors' and Administrators' Salaries	1300	115,883.95	1,989.19	**117,873.14**
Other Certificated Salaries	1900	40,879.57	162,418.50	**203,298.07**
Total, Certificated Salaries		**1,157,552.53**	**199,220.87**	**1,356,773.40**
2. Noncertificated Salaries	-	-	-	-
Noncertificated Instructional Salaries	2100	155,936.80	123,023.58	**278,960.38**
Noncertificated Support Salaries	2200	47,853.59	121,277.25	**169,130.84**
Noncertificated Supervisors' and Administrators' Salaries	2300		41,772.99	**41,772.99**
Clerical, Technical and Office Salaries	2400	98,909.47	5,150.49	**104,059.96**
Other Noncertificated Salaries	2900	2,128.80	38,758.93	**40,887.73**
Total, Noncertificated Salaries		**304,828.66**	**329,983.24**	**634,811.90**
3. Employee Benefits	-	-	-	-
State Teachers' Retirement System (STRS)	3101–3102	462,814.81	41,376.81	**504,191.62**
Public Employees' Retirement System (PERS)	3201–3202	122,353.42	65,334.08	**187,687.50**
Social Security Taxes (OASDI)/Medicare/Alternative	3301–3302	54,858.88	26,561.32	**81,420.20**
Health and Welfare Benefits	3401–3402	168,089.84	60,284.63	**228,374.47**
Unemployment Insurance	3501–3502	7,769.56	4,007.14	**11,776.70**
Workers' Compensation Insurance	3601–3602	19,535.40	1,575.39	**21,110.79**
Postemployment Benefits Other Than Pension (OPEB), Allocated	3701–3702			**0.00**
OPEB, Active Employees	3751–3752			**0.00**
Other Employee Benefits	3901–3902	74,759.95		**74,759.95**
Total, Employee Benefits		**910,181.86**	**199,139.37**	**1,109,321.23**
4. Books and Supplies	-	-	-	-
Approved Textbooks and Core Curricula Materials	4100		1,267.77	**1,267.77**
Books and Other Reference Materials	4200			**0.00**
Materials and Supplies	4300	19,573.87	67,708.18	**87,282.05**
Noncapitalized Equipment	4400	29,480.21	43,200.56	**72,680.77**
Food	4700		147,860.09	**147,860.09**
Total, Books and Supplies		**49,054.08**	**260,036.60**	**309,090.68**
5. Services and Other Operating Expenditures	-	-	-	-
Subagreements for Services	5100			**0.00**
Travel and Conferences	5200	3,898.33	29,334.52	**33,232.85**
Dues and Memberships	5300	9,023.39	574.00	**9,597.39**
Insurance	5400	62,173.21		**62,173.21**
Operations and Housekeeping Services	5500	43,170.03		**43,170.03**
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	349,880.39	896.00	**350,776.39**
Transfers of Direct Costs	5700–5799			**0.00**

Description	Object Codes	Unrestricted	Restricted	Total
Professional/Consulting Services and Operating Expenditures	5800	720,519.06	77,356.75	**797,875.81**
Communications	5900	10,819.54	426.47	**11,246.01**
Total, Services and Other Operating Expenditures		**1,199,483.95**	**108,587.74**	**1,308,071.69**
6. Capital Outlay (Objects 6100–6170, 6200–6700 modified accrual basis only)	-	-	-	-
Land and Land Improvements	6100–6170	-	-	**0.00**
Buildings and Improvements of Buildings	6200	-	-	**0.00**
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	**0.00**
Equipment	6400	-	-	**0.00**
Equipment Replacement	6500	-	-	**0.00**
Lease Assets	6600	-	-	**0.00**
Subscription Assets	6700	-	-	**0.00**
Depreciation Expense (Accrual basis only)	6900	1,569.25		**1,569.25**
Amortization Expense - Lease Assets (Accrual basis only)	6910			**0.00**
Amortization Expense - Subscription Assets (Accrual basis only)	6920			**0.00**
Total, Capital Outlay		**1,569.25**	**0.00**	**1,569.25**
7. Other Outgo	-	-	-	-
Tuition to Other Schools	7110–7143			**0.00**
Transfers of Pass-Through Revenues to Other Local Educational Agencies (LEAs)	7211–7213			**0.00**
Transfers of Apportionments to Other LEAs - Special Education	7221–7223SE	-		**0.00**
Transfers of Apportionments to Other LEAs - All Other	7221–7223AO			**0.00**
All Other Transfers	7281–7299	31,900.00		**31,900.00**
Transfers of Indirect Costs	7300–7399			**0.00**
Debt Service:	-	-	-	-
Interest	7438			**0.00**
Principal (For modified accrual basis only)	7439	-	-	**0.00**
Total Debt Service		**0.00**	**0.00**	**0.00**
Total, Other Outgo		**31,900.00**	**0.00**	**31,900.00**
8. Total Expenditures		**3,654,570.33**	**1,096,967.82**	**4,751,538.15**
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses (A5 - B8)		**1,253,168.01**	**(521,542.44)**	**731,625.57**
D. Other Financing Sources/Uses				
1. Other Sources	8930–8979	375,021.68		**375,021.68**
2. Less: Other Uses	7630–7699			**0.00**
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980–8999	(521,542.44)	521,542.44	**0.00**

Description	Object Codes	Unrestricted	Restricted	Total
4. Total Other Financing Sources/Uses		**(146,520.76)**	**521,542.44**	**375,021.68**
E. Net Increase (Decrease) in Fund Balance/Net Position (C + D4)		**1,106,647.25**	**0.00**	**1,106,647.25**
F. Fund Balance/Net Position				
1. Beginning Fund Balance/Net Position	-	-	-	-
a. As of July 1	9791	(233,137.55)		**(233,137.55)**
b. Adjustments/Restatements	9793, 9795			**0.00**
c. Adjusted Beginning Fund Balance/Net Position		**(233,137.55)**	**0.00**	**(233,137.55)**
2. Ending Fund Balance/Net Position, June 30 (E + F1c)		**873,509.70**	**0.00**	**873,509.70**
Components of Ending Fund Balance (Modified Accrual Basis only)	-	-	-	-
a. Nonspendable	-	-	-	-
1. Revolving Cash (equals Object 9130)	9711	-	-	**0.00**
2. Stores (equals Object 9320)	9712	-	-	**0.00**
3. Prepaid Expenditures (equals Object 9330)	9713	-	-	**0.00**
4. All Others	9719	-	-	**0.00**
b. Restricted	9740	-	-	**0.00**
c. Committed	-	-	-	-
1. Stabilization Arrangements	9750	-	-	**0.00**
2. Other Commitments	9760	-	-	**0.00**
d. Assigned	9780	-	-	**0.00**
e. Unassigned/Unappropriated	-	-	-	-
1. Reserve for Economic Uncertainties	9789	-	-	**0.00**
2. Unassigned/Unappropriated Amount	9790M	-	-	**0.00**
3. Components of Ending Net Position (Accrual Basis only)	-	-	-	-
a. Net Investment in Capital Assets	9796	4,707.76		**4,707.76**
b. Restricted Net Position	9797	-		**0.00**
c. Unrestricted Net Position	**9790A**	**868,801.94**	**0.00**	**868,801.94**
G. Assets				
1. Cash	-	-	-	-
a. In County Treasury	9110			**0.00**
b. Fair Value Adjustment to Cash in County Treasury	9111			**0.00**
c. In Banks	9120	528,887.39	190,815.16	**719,702.55**
d. In Revolving Fund	9130			**0.00**
e. With Fiscal Agent/Trustee	9135			**0.00**
f. Collections Awaiting Deposit	9140			**0.00**
2. Investments	9150			**0.00**
3. Accounts Receivable	9200	(150,000.00)		**(150,000.00)**

Description	Object Codes	Unrestricted	Restricted	Total
4. Due from Grantor Governments	9290	526,531.24		**526,531.24**
5. Stores	9320			**0.00**
6. Prepaid Expenditures (Expenses)	9330	71,384.90		**71,384.90**
7. Other Current Assets	9340			**0.00**
8. Lease Receivable	9380			**0.00**
9. Capital Assets (accrual basis only)	9400–9489	4,707.76		**4,707.76**
10. Total, Assets		**981,511.29**	**190,815.16**	**1,172,326.45**
H. Deferred Outflows of Resources				
1. Deferred Outflows of Resources	9490			**0.00**
2. Total, Deferred Outflows		**0.00**	**0.00**	**0.00**
I. Liabilities				
1. Accounts Payable	9500	(12,483.78)		**(12,483.78)**
2. Due to Grantor Governments	9590	38,852.93		**38,852.93**
3. Current Loans	9640			**0.00**
4. Unearned Revenue	9650		190,815.16	**190,815.16**
5. Long-Term Liabilities (accrual basis only)	9660–9669	81,632.31		**81,632.31**
6. Total, Liabilities		**108,001.46**	**190,815.16**	**298,816.62**
J. Deferred Inflows of Resources				
1. Deferred Inflows of Resources	9690			**0.00**
2. Total, Deferred Inflows		**0.00**	**0.00**	**0.00**
K. Fund Balance/Net Position				
Ending Fund Balance/Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		**873,509.83**	**0.00**	**873,509.83**

L. Federal Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Requirement - July 1, 2025 to June 30, 2026

County: Sacramento

Charter Number: 1728

Note: If your charter school received federal funding, as reported in Section A2, the following additional information must be provided in order for the CDE to calculate compliance with the Federal ESSA MOE Requirement:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "None")	Capital Outlay ($)	Debt Service ($)	Total
a. NONE	0.00	0.00	**0.00**
b.			**0.00**
c.			**0.00**
d.			**0.00**
e.			**0.00**
f.			**0.00**
g.			**0.00**
h.			**0.00**
i.			**0.00**
j.			**0.00**
Total Federal Revenues Used for Capital Outlay and Debt Service	**0.00**	**0.00**	**0.00**

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Expenditures	Object Codes	Amount ($) (Enter "0.00" if none)
a. Certificated Salaries	1000–1999	0.00
b. Noncertificated Salaries	2000–2999	0.00
c. Employee Benefits	3000–3999	0.00
d. Books and Supplies	4000–4999	0.00
e. Services and Other Operating Expenditures	5000–5999	0.00
Total Community Services Expenditures		**0.00**

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration (MM/DD/YYYY)	Brief Description (If no amounts, indicate "None")	Amount ($)
a.	NONE	0.00
b.		
c.		
d.		
Total Supplemental Expenditures (Should not be Negative)		**0.00**

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2024–25 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2027–28.

Description	Amount ($)
a. Total Expenditures (B8)	4,751,538.15
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	970,361.62
c. Subtotal of State & Local Expenditures [a minus b]	3,781,176.53
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	1,569.25
f. Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00
Total State & Local Expenditures Subject to MOE [c minus d minus e minus f]	**3,779,607.28**

ALT - Charter School Unaudited Actuals Financial Report — Alternative Form

July 1, 2025 to June 30, 2026

Local Educational Agency (LEA): Golden Valley River

Charter Number: 0946

County: Sacramento

Oversight Entity: San Juan Unified

Fiscal Year and Reporting Period: 2025–26 Unaudited Actuals

County District School (CDS) Number: 34 67447 0114983

Dataset Submission Number: G8AC2BU2GB (2025–26)

California Department of Education (CDE)

Standardized Account Code Structure (SACS) Web Financial Reporting System, System Version SACS V16

Form ALT, Form Version 11 (FV11)

Printed: 08/28/2026 12:33 PM

Note: In this document, non-shaded cells within tables that contain a dash ('-') represent instances where no data is displayed. Cells within tables that contain a dash ('-') and are shaded gray represent instances where the system does not allow data entry. Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office of the School Fiscal Services Division at sacsweb@cde.ca.gov .

Alternative Form - July 1, 2025 to June 30, 2026

County: Sacramento

Charter Number: 0946

This charter school uses the following basis of accounting: (Select one)

(X) ***(Selected)*** *Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900–6920, 7438, 9400–9489, 9660–9669, 9796, and 9797)*

( ) (Unselected) Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100–6170, 6200–6700, 7438, 7439, and 9711–9789)

Description	Object Codes	Unrestricted	Restricted	Total
A. Revenues				
1. Local Control Funding Formula (LCFF) Sources	-	-	-	-
State Aid - Current Year	8011	1,518,213.00	-	**1,518,213.00**
Education Protection Account State Aid - Current Year	8012	1,236,951.00	-	**1,236,951.00**
State Aid - Prior Years	8019	(235,587.00)	-	**(235,587.00)**
Transfers to Charter Schools in Lieu of Property Taxes	8096	955,994.00	-	**955,994.00**
Other LCFF Transfers	8091, 8097			**0.00**
Total, LCFF Sources		**3,475,571.00**	**0.00**	**3,475,571.00**
2. Federal Revenues (See note in Section L)	-	-	-	-
Every Student Succeeds Act	8290	-	14,991.00	**14,991.00**
Special Education - Federal	8181, 8182	-		**0.00**
Child Nutrition - Federal	8220	-	39,456.40	**39,456.40**
Donated Food Commodities	8221	-		**0.00**
Other Federal Revenues	8110, 8260–8299	1,012,551.94	37,817.93	**1,050,369.87**
Total, Federal Revenues		**1,012,551.94**	**92,265.33**	**1,104,817.27**
3. Other State Revenues (StateRev)	-	-	-	-
Special Education (SE) - State	StateRevSE	-	155,662.00	**155,662.00**
All Other (AO) State Revenues	StateRevAO	276,534.16	290,489.74	**567,023.90**
Total, Other State Revenues		**276,534.16**	**446,151.74**	**722,685.90**
4. Other Local Revenues (LocalRev)	-	-	-	-
All Other Local Revenues	LocalRevAO	93,520.24		**93,520.24**
Total, Local Revenues		**93,520.24**	**0.00**	**93,520.24**
5. Total Revenues		**4,858,177.34**	**538,417.07**	**5,396,594.41**
B. Expenditures (See note in Section L)				
1. Certificated Salaries	-	-	-	-
Certificated Teachers' Salaries	1100	1,124,643.41	70,340.69	**1,194,984.10**
Certificated Pupil Support Salaries	1200	7,137.03	89,267.66	**96,404.69**

Description	Object Codes	Unrestricted	Restricted	Total
Certificated Supervisors' and Administrators' Salaries	1300	104,175.69	1,989.19	**106,164.88**
Other Certificated Salaries	1900	47,498.31	104,055.09	**151,553.40**
Total, Certificated Salaries		**1,283,454.44**	**265,652.63**	**1,549,107.07**
2. Noncertificated Salaries	-	-	-	-
Noncertificated Instructional Salaries	2100	200,117.82	84,116.89	**284,234.71**
Noncertificated Support Salaries	2200	55,092.32	106,359.65	**161,451.97**
Noncertificated Supervisors' and Administrators' Salaries	2300		41,772.99	**41,772.99**
Clerical, Technical and Office Salaries	2400	86,473.98	8,786.07	**95,260.05**
Other Noncertificated Salaries	2900	15,044.14	24,462.97	**39,507.11**
Total, Noncertificated Salaries		**356,728.26**	**265,498.57**	**622,226.83**
3. Employee Benefits	-	-	-	-
State Teachers' Retirement System (STRS)	3101–3102	423,815.98	28,349.45	**452,165.43**
Public Employees' Retirement System (PERS)	3201–3202	106,121.58	79,993.25	**186,114.83**
Social Security Taxes (OASDI)/Medicare/Alternative	3301–3302	55,677.89	30,297.89	**85,975.78**
Health and Welfare Benefits	3401–3402	167,105.09	59,410.64	**226,515.73**
Unemployment Insurance	3501–3502	9,286.27	4,057.25	**13,343.52**
Workers' Compensation Insurance	3601–3602	19,718.70	1,557.64	**21,276.34**
Postemployment Benefits Other Than Pension (OPEB), Allocated	3701–3702			**0.00**
OPEB, Active Employees	3751–3752			**0.00**
Other Employee Benefits	3901–3902	71,016.36		**71,016.36**
Total, Employee Benefits		**852,741.87**	**203,666.12**	**1,056,407.99**
4. Books and Supplies	-	-	-	-
Approved Textbooks and Core Curricula Materials	4100		1,409.84	**1,409.84**
Books and Other Reference Materials	4200		302.33	**302.33**
Materials and Supplies	4300	22,010.63	81,150.03	**103,160.66**
Noncapitalized Equipment	4400	31,556.73	45,613.28	**77,170.01**
Food	4700		148,354.06	**148,354.06**
Total, Books and Supplies		**53,567.36**	**276,829.54**	**330,396.90**
5. Services and Other Operating Expenditures	-	-	-	-
Subagreements for Services	5100			**0.00**
Travel and Conferences	5200	4,252.81	34,269.05	**38,521.86**
Dues and Memberships	5300	9,041.40	574.00	**9,615.40**
Insurance	5400	62,173.22		**62,173.22**
Operations and Housekeeping Services	5500	34,415.39		**34,415.39**
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	358,688.35	275.00	**358,963.35**
Transfers of Direct Costs	5700–5799			**0.00**

Description	Object Codes	Unrestricted	Restricted	Total
Professional/Consulting Services and Operating Expenditures	5800	657,536.89	109,497.00	**767,033.89**
Communications	5900	13,996.95	287.73	**14,284.68**
Total, Services and Other Operating Expenditures		**1,140,105.01**	**144,902.78**	**1,285,007.79**
6. Capital Outlay (Objects 6100–6170, 6200–6700 modified accrual basis only)	-	-	-	-
Land and Land Improvements	6100–6170	-	-	**0.00**
Buildings and Improvements of Buildings	6200	-	-	**0.00**
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	**0.00**
Equipment	6400	-	-	**0.00**
Equipment Replacement	6500	-	-	**0.00**
Lease Assets	6600	-	-	**0.00**
Subscription Assets	6700	-	-	**0.00**
Depreciation Expense (Accrual basis only)	6900	1,243.65		**1,243.65**
Amortization Expense - Lease Assets (Accrual basis only)	6910			**0.00**
Amortization Expense - Subscription Assets (Accrual basis only)	6920			**0.00**
Total, Capital Outlay		**1,243.65**	**0.00**	**1,243.65**
7. Other Outgo	-	-	-	-
Tuition to Other Schools	7110–7143			**0.00**
Transfers of Pass-Through Revenues to Other Local Educational Agencies (LEAs)	7211–7213			**0.00**
Transfers of Apportionments to Other LEAs - Special Education	7221–7223SE	-		**0.00**
Transfers of Apportionments to Other LEAs - All Other	7221–7223AO			**0.00**
All Other Transfers	7281–7299	375,021.68		**375,021.68**
Transfers of Indirect Costs	7300–7399			**0.00**
Debt Service:	-	-	-	-
Interest	7438			**0.00**
Principal (For modified accrual basis only)	7439	-	-	**0.00**
Total Debt Service		**0.00**	**0.00**	**0.00**
Total, Other Outgo		**375,021.68**	**0.00**	**375,021.68**
8. Total Expenditures		**4,062,862.27**	**1,156,549.64**	**5,219,411.91**
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses (A5 - B8)		**795,315.07**	**(618,132.57)**	**177,182.50**
D. Other Financing Sources/Uses				
1. Other Sources	8930–8979	31,900.00		**31,900.00**
2. Less: Other Uses	7630–7699			**0.00**
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980–8999	(618,132.57)	618,132.57	**0.00**

Description	Object Codes	Unrestricted	Restricted	Total
4. Total Other Financing Sources/Uses		**(586,232.57)**	**618,132.57**	**31,900.00**
E. Net Increase (Decrease) in Fund Balance/Net Position (C + D4)		**209,082.50**	**0.00**	**209,082.50**
F. Fund Balance/Net Position				
1. Beginning Fund Balance/Net Position	-	-	-	-
a. As of July 1	9791	787,795.69		**787,795.69**
b. Adjustments/Restatements	9793, 9795			**0.00**
c. Adjusted Beginning Fund Balance/Net Position		**787,795.69**	**0.00**	**787,795.69**
2. Ending Fund Balance/Net Position, June 30 (E + F1c)		**996,878.19**	**0.00**	**996,878.19**
Components of Ending Fund Balance (Modified Accrual Basis only)	-	-	-	-
a. Nonspendable	-	-	-	-
1. Revolving Cash (equals Object 9130)	9711	-	-	**0.00**
2. Stores (equals Object 9320)	9712	-	-	**0.00**
3. Prepaid Expenditures (equals Object 9330)	9713	-	-	**0.00**
4. All Others	9719	-	-	**0.00**
b. Restricted	9740	-	-	**0.00**
c. Committed	-	-	-	-
1. Stabilization Arrangements	9750	-	-	**0.00**
2. Other Commitments	9760	-	-	**0.00**
d. Assigned	9780	-	-	**0.00**
e. Unassigned/Unappropriated	-	-	-	-
1. Reserve for Economic Uncertainties	9789	-	-	**0.00**
2. Unassigned/Unappropriated Amount	9790M	-	-	**0.00**
3. Components of Ending Net Position (Accrual Basis only)	-	-	-	-
a. Net Investment in Capital Assets	9796	3,730.94		**3,730.94**
b. Restricted Net Position	9797	-		**0.00**
c. Unrestricted Net Position	**9790A**	**993,147.25**	**0.00**	**993,147.25**
G. Assets				
1. Cash	-	-	-	-
a. In County Treasury	9110			**0.00**
b. Fair Value Adjustment to Cash in County Treasury	9111			**0.00**
c. In Banks	9120	1,038,954.70	225,251.75	**1,264,206.45**
d. In Revolving Fund	9130			**0.00**
e. With Fiscal Agent/Trustee	9135			**0.00**
f. Collections Awaiting Deposit	9140			**0.00**
2. Investments	9150			**0.00**
3. Accounts Receivable	9200	150,000.00		**150,000.00**

Description	Object Codes	Unrestricted	Restricted	Total
4. Due from Grantor Governments	9290	296,821.59		**296,821.59**
5. Stores	9320			**0.00**
6. Prepaid Expenditures (Expenses)	9330	69,954.31		**69,954.31**
7. Other Current Assets	9340			**0.00**
8. Lease Receivable	9380			**0.00**
9. Capital Assets (accrual basis only)	9400–9489	3,730.94		**3,730.94**
10. Total, Assets		**1,559,461.54**	**225,251.75**	**1,784,713.29**
H. Deferred Outflows of Resources				
1. Deferred Outflows of Resources	9490			**0.00**
2. Total, Deferred Outflows		**0.00**	**0.00**	**0.00**
I. Liabilities				
1. Accounts Payable	9500	108,437.20		**108,437.20**
2. Due to Grantor Governments	9590	371,370.52		**371,370.52**
3. Current Loans	9640			**0.00**
4. Unearned Revenue	9650		225,251.75	**225,251.75**
5. Long-Term Liabilities (accrual basis only)	9660–9669	82,777.50		**82,777.50**
6. Total, Liabilities		**562,585.22**	**225,251.75**	**787,836.97**
J. Deferred Inflows of Resources				
1. Deferred Inflows of Resources	9690			**0.00**
2. Total, Deferred Inflows		**0.00**	**0.00**	**0.00**
K. Fund Balance/Net Position				
Ending Fund Balance/Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		**996,876.32**	**0.00**	**996,876.32**

L. Federal Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Requirement - July 1, 2025 to June 30, 2026

County: Sacramento

Charter Number: 0946

Note: If your charter school received federal funding, as reported in Section A2, the following additional information must be provided in order for the CDE to calculate compliance with the Federal ESSA MOE Requirement:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "None")	Capital Outlay ($)	Debt Service ($)	Total
a. NONE	0.00	0.00	**0.00**
b.			**0.00**
c.			**0.00**
d.			**0.00**
e.			**0.00**
f.			**0.00**
g.			**0.00**
h.			**0.00**
i.			**0.00**
j.			**0.00**
Total Federal Revenues Used for Capital Outlay and Debt Service	**0.00**	**0.00**	**0.00**

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Expenditures	Object Codes	Amount ($) (Enter "0.00" if none)
a. Certificated Salaries	1000–1999	0.00
b. Noncertificated Salaries	2000–2999	0.00
c. Employee Benefits	3000–3999	0.00
d. Books and Supplies	4000–4999	0.00
e. Services and Other Operating Expenditures	5000–5999	0.00
Total Community Services Expenditures		**0.00**

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration (MM/DD/YYYY)	Brief Description (If no amounts, indicate "None")	Amount ($)
a.	NONE	0.00
b.		
c.		
d.		
Total Supplemental Expenditures (Should not be Negative)		**0.00**

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2024–25 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2027–28.

Description	Amount ($)
a. Total Expenditures (B8)	5,219,411.91
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,104,817.27
c. Subtotal of State & Local Expenditures [a minus b]	4,114,594.64
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	1,243.65
f. Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster	0.00
Total State & Local Expenditures Subject to MOE [c minus d minus e minus f]	**4,113,350.99**

CHARTER PETITION
FOR THE TERM JULY 1, 2027 THROUGH
JUNE 30, 2032

Respectfully Submitted to the
San Juan Unified District Board of Education
Submitted September 30, 2026

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Charter School Intent & Requirements

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

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

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

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

– California Education Code § 47605(b)

Affirmation, Declarations, & Assurances

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

Golden Valley River (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the San Juan Unified School District ("SJUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
    a. Each type of preference shall be approved by SJUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
    b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
    c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
    d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))
6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.
4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services,

verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall comply with all applicable federal and California laws governing the education of English Learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, applicable provisions of the California Education Code and regulations, the California English Language Development Standards, and requirements governing identification, assessment, instructional access, English language development, reclassification, monitoring, and parental notification.
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
    a. The California Code of Regulations
    b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
    c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
    d. Displaying all required postings at school site and online
    e. Following the minimum and maximum age requirements for enrollment
    f. Providing the minimum number of instructional minutes
    g. The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code)

Statement of Application

I, Jennifer Hoover, hereby formally apply to the Board of Education of the San Juan Unified School District for approval of the Golden Valley River School (GVRS).

_____ _____

Jennifer Hoover, Lead Petitioner
1000 River Rock Drive, Suite 220
Folsom, California 95630
Telephone: (916)597-1478
E-mail: jhoover@goldenvalleycharter.org

Date

Introduction

Golden Valley River School ("GVRS" or "Charter School") is a public charter school operated by Golden Valley Charter Schools for Educational Renewal ("GVCS"), a California nonprofit public benefit corporation recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code. GVCS serves as the nonprofit organization responsible for operating and governing GVRS consistent with applicable California charter school law.

The GVCS Board of Trustees serves as the governing body responsible for the legal, fiduciary, fiscal, and policy oversight of GVRS. The Board delegates responsibility for implementation of the Charter and day-to-day school operations to the Executive Director, GVRS Principal, and other designated administrators consistent with Board-adopted policies, the approved budget, and applicable law.

GVRS operates a TK-8 educational program using the Public Waldorf Education model. The instructional program and site-level operations are administered by GVRS leadership within the governance and accountability structure established by the GVCS Board.

This charter requests the renewal of Golden Valley River School ('GVRS').

History and Accomplishments of the Golden Valley Schools for Educational Renewal

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

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

Through its operation of GVRS, GVCS is grateful to provide families with access to Public Waldorf Education: a developmentally appropriate educational program integrating the arts, music, movement, and storytelling with instruction in reading, writing, mathematics, science, and social studies in accordance with applicable California academic standards. The following quote summarizes our ultimate goal:

> "Our highest endeavor must be to develop free human beings who are able of themselves to import purpose and direction to their lives."
>
> -- Rudolf Steiner, Founder of Waldorf Education

We believe that offering a Waldorf option within SJUSD is a valuable service to the residents of your district and broader community. Over more than 27 years of operation, Golden Valley has served as a source of inspiration and support to charter schools and Public Waldorf educators in California and beyond. In 2024, Golden Valley hosted the national conference for the Alliance for Public Waldorf Education which attracted practitioners from New Hampshire, Alaska, Florida and 15 other states as well as a dozen schools in California. Student artwork from Golden Valley was displayed at the Crocker Art Museum in Sacramento from January through March 2025. The Golden Valley River School is a national resource for showing how a Public Waldorf curriculum can successfully be taught in grade TK-8.

Charter Renewal Criteria & Academic Performance

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools' performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups. The California Department of Education ("CDE") evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks were updated by the CDE in April 2026 and posted performance category data file. According to this file, GVRS is in the middle-performing category for renewal this year. We present evidence and data below to demonstrate that GVRS is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

Pursuant to Education Code Section 47607.2:

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

Academic Performance and Student Outcomes

Golden Valley River has demonstrated a stable and increasingly effective educational program across the current charter term. The school's enrollment has remained stable, reaching 317 students in 2025-26, the highest census-day enrollment in the five-year period represented in the renewal deck. At the same time, Golden Valley River is serving a substantially larger population of Students with Disabilities: the SWD population increased from 25 students (9%) in 2021-22 to 48 students (15%) in 2025-26.

Academic performance data show sustained strengths in English Language Arts, improvement in mathematics, strong outcomes for socioeconomically disadvantaged students, and notable progress for Students with Disabilities. State Dashboard comparisons presented in the renewal deck indicate that Golden Valley River generally matches or exceeds district and state performance in ELA for all students and most priority student groups. Beginning in 2024 and continuing in 2025, mathematics performance also matched or exceeded district performance for all students and most priority student groups.

Growth measures reinforce these achievement trends. In 2025, Golden Valley River students showed substantially stronger ELA growth than similar students statewide. The all-student ELA growth score was 22 compared with a statewide average of 0.0; Socioeconomically Disadvantaged students posted a growth score of 13 compared with a statewide average of -2.2; and Students with Disabilities posted a growth score of 6 compared with a statewide average of -10.6. In mathematics, the school's overall growth was slightly below the statewide comparison, while Students with Disabilities demonstrated stronger growth than comparable students statewide. These results, together with consistently low suspension rates and generally lower chronic absenteeism than district and state levels, provide a multi-measure picture of an educational program that is producing positive academic and school-climate outcomes while continuing to identify areas for improvement.

Renewal record at a glance: stable enrollment, rising service to Students with Disabilities, strong ELA outcomes, improving mathematics performance, positive student growth, and favorable engagement and school-climate indicators.

Selected Enrollment Indicators					
Indicator	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Total Enrollment	278	314	305	297	317
SED Students	83 (30%)	105 (33%)	99 (32%)	75 (25%)	87 (27%)
Students with Disabilities	25 (9%)	27 (9%)	36 (12%)	46 (15%)	48 (15%)

Enrollment Stability and Student Population

Golden Valley River's census-day enrollment has fluctuated modestly across the renewal period while remaining within a stable range. Enrollment increased from 278 students in 2021-22 to 314 in 2022-23, moderated to 305 in 2023-24 and 297 in 2024-25, and then reached 317 students in 2025-26. The most recent year is the highest enrollment reflected in the five-year data set. This pattern supports the conclusion that the school continues to attract and retain a viable student population.

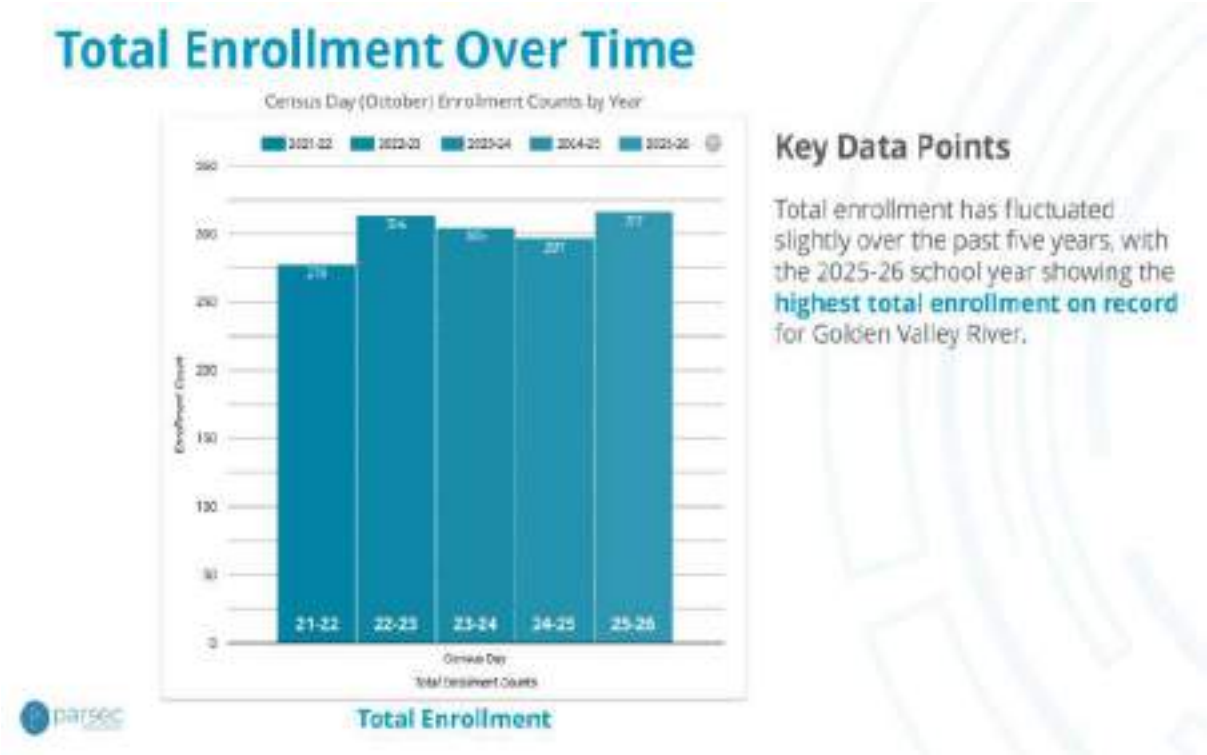


Figure 1. Total enrollment over time, 2021-22 through 2025-26.

The composition of the student body has remained generally stable, with one significant shift: the number and proportion of Students with Disabilities has increased substantially. SWD enrollment rose from 25 students, or 9% of total enrollment, in 2021-22 to 48 students, or 15%, in 2025-26. This increase is especially relevant when evaluating academic outcomes because the school is achieving improvement while serving a materially larger population of students requiring specialized supports.

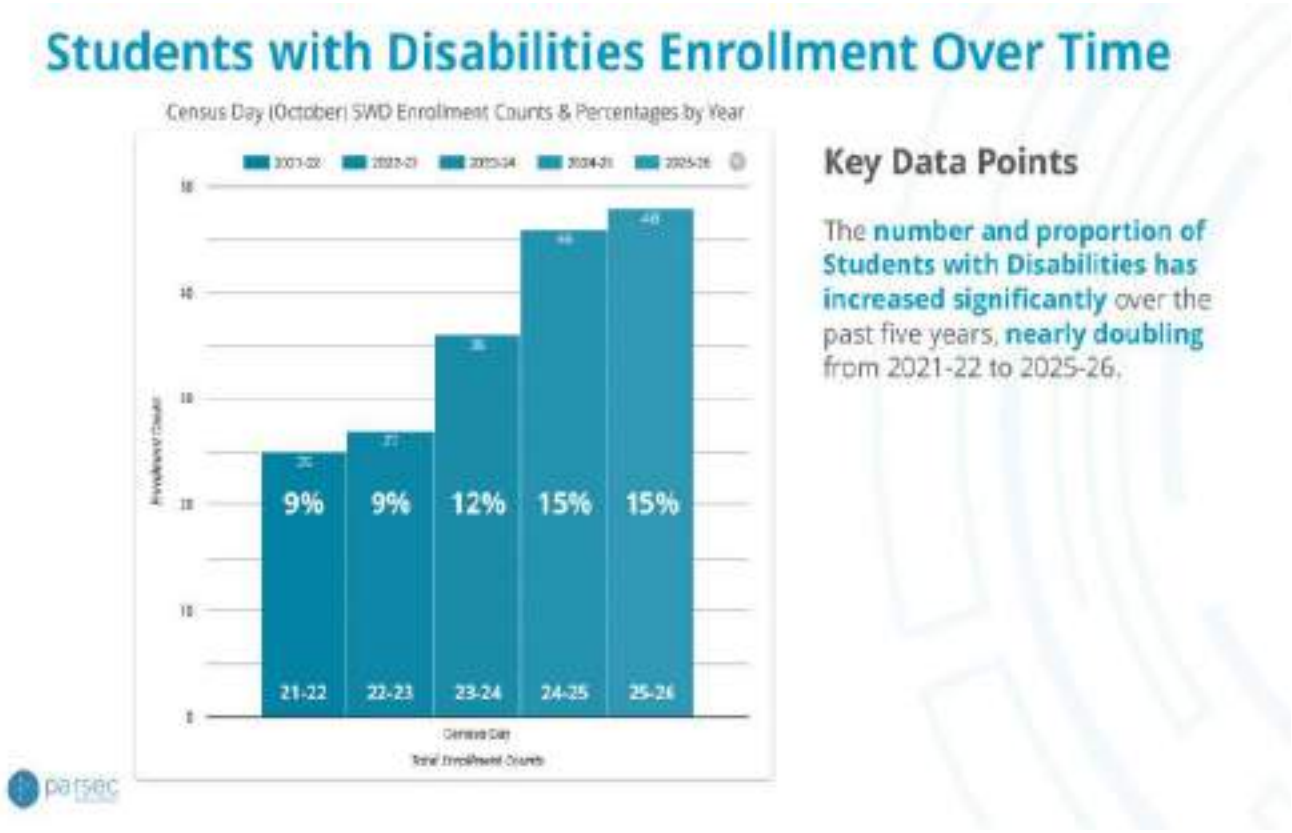


Figure 2. Students with Disabilities enrollment over time.

Academic Achievement and Improvement

Across the four years of CAASPP trend data, Golden Valley River's overall performance increased in both English Language Arts and mathematics, with the school's improvement outpacing the corresponding changes in district performance. The ELA record is particularly strong: Golden Valley River consistently matches or exceeds district and state performance at the all-student level and for most priority student groups. Mathematics performance has also strengthened, with the school matching or exceeding district performance beginning in 2024 and continuing in 2025 for all students and most priority student groups.

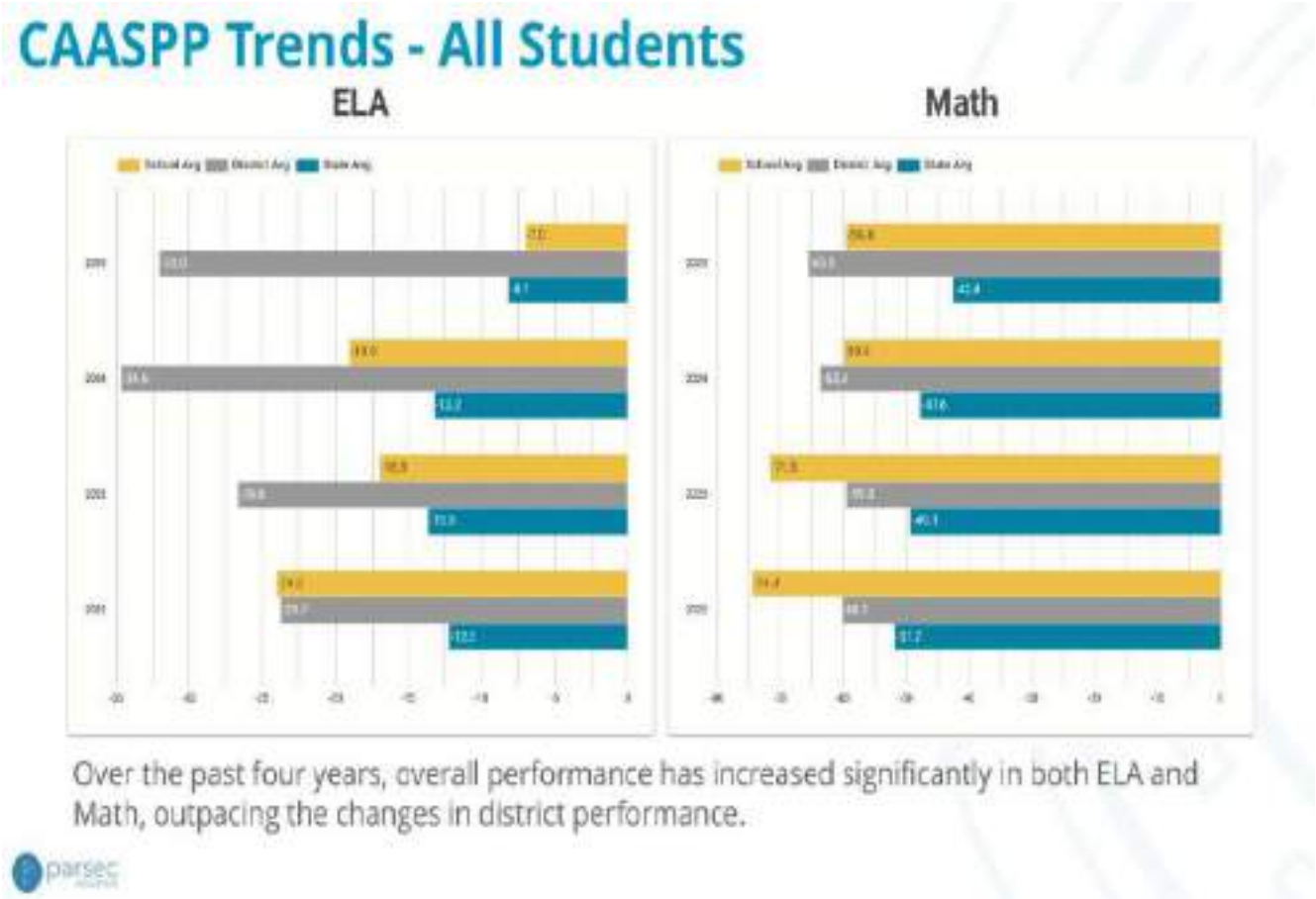


Figure 3. CAASPP trends for all students in ELA and mathematics.

The school's performance for Students with Disabilities merits specific attention. Over the four-year period, SWD performance increased significantly in both ELA and mathematics. In ELA, Students with Disabilities at Golden Valley River consistently outperformed the district and state comparison groups. This improvement occurred at the same time that the size of the SWD population nearly doubled, strengthening the evidence that the school is adapting its instructional and support systems to serve a broader range of student needs.

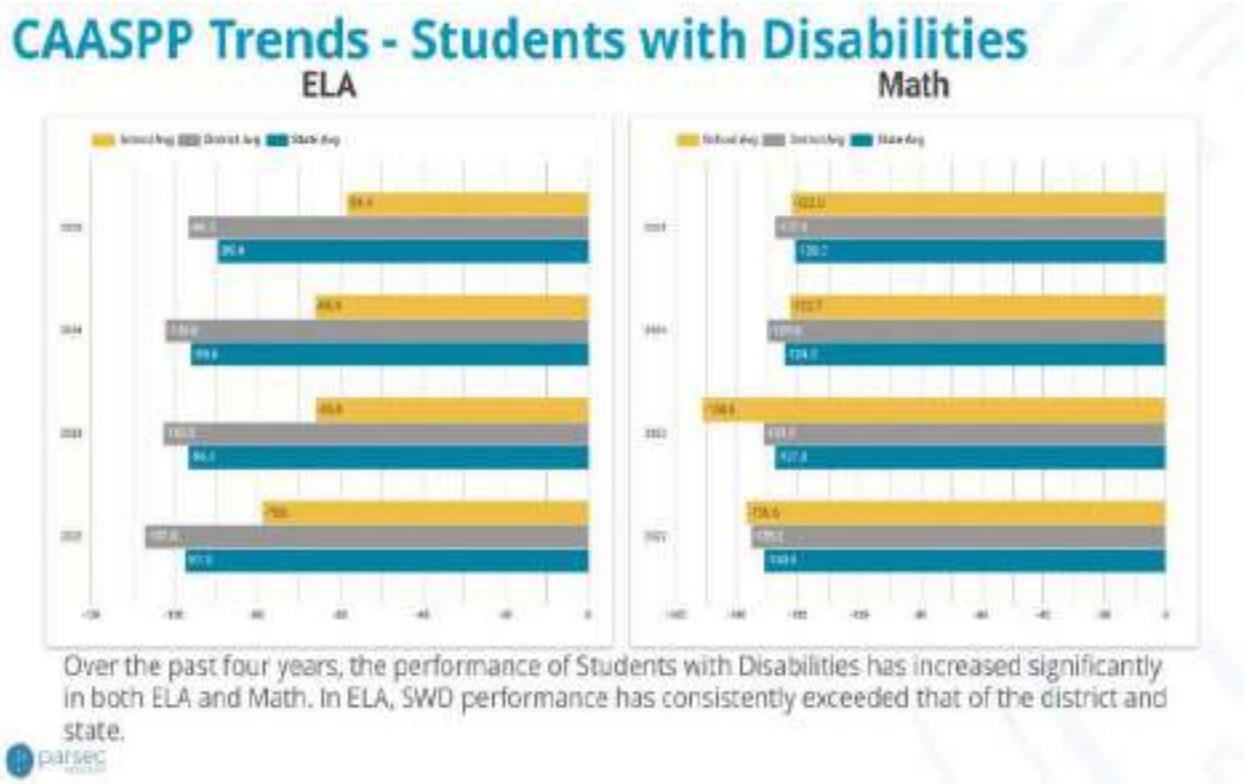


Figure 4. CAASPP trends for Students with Disabilities.

Student Growth

Achievement status provides only one view of school performance. The 2025 growth data add an important measure of how much progress Golden Valley River students are making relative to similar students statewide. In ELA, growth is a clear strength. The all-student growth score was 22 compared with a statewide average of 0.0. Socioeconomically Disadvantaged students earned a growth score of 13 compared with a statewide average of -2.2, and Students with Disabilities earned a growth score of 6 compared with a statewide average of -10.6. Because a positive growth score indicates that students are growing more than similar students statewide, these results show that Golden Valley River significantly outpaced statewide growth for all students and for both significant student groups highlighted in the renewal analysis.

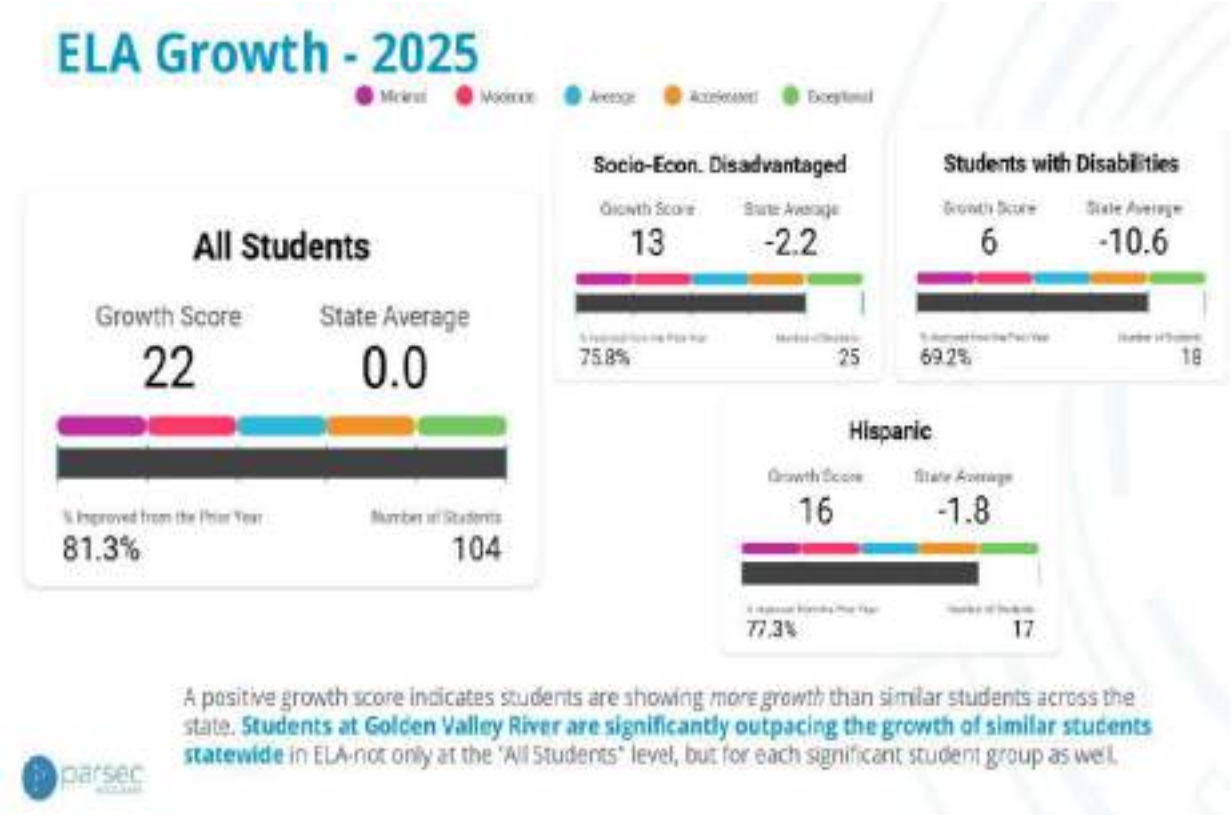


Figure 5. 2025 ELA growth results

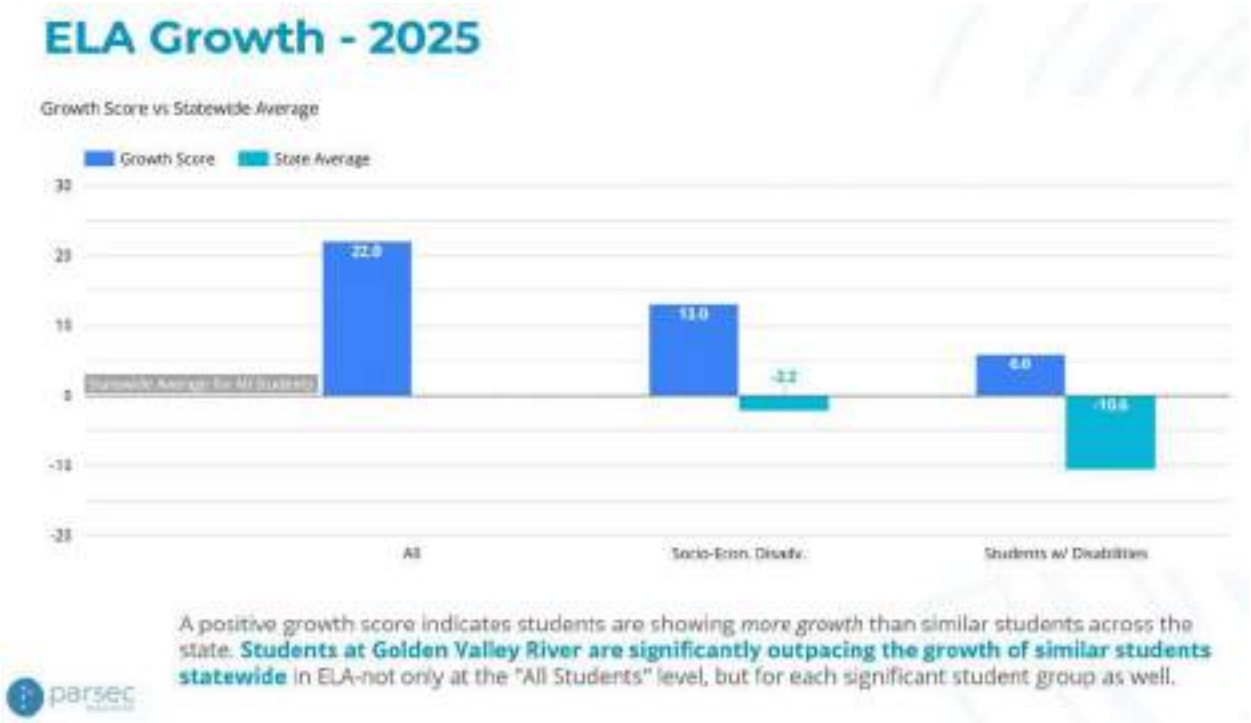


Figure 6. 2025 ELA Growth Score vs. Statewide Average for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities

Mathematics growth presents a more nuanced picture and is appropriately identified as an area for continued focus. The all-student mathematics growth score was -3 compared with the statewide average of 0.0. Socioeconomically Disadvantaged students had a growth score of -4 compared with a statewide average of -3.4, meaning this group was slightly below the statewide comparison. Students with Disabilities, however, outpaced comparable students statewide, with a growth score of -2 compared with a statewide average of -6.5. The mathematics growth data therefore show a specific strength for Students with Disabilities while also providing a clear basis for continued schoolwide and SED-focused mathematics improvement efforts.

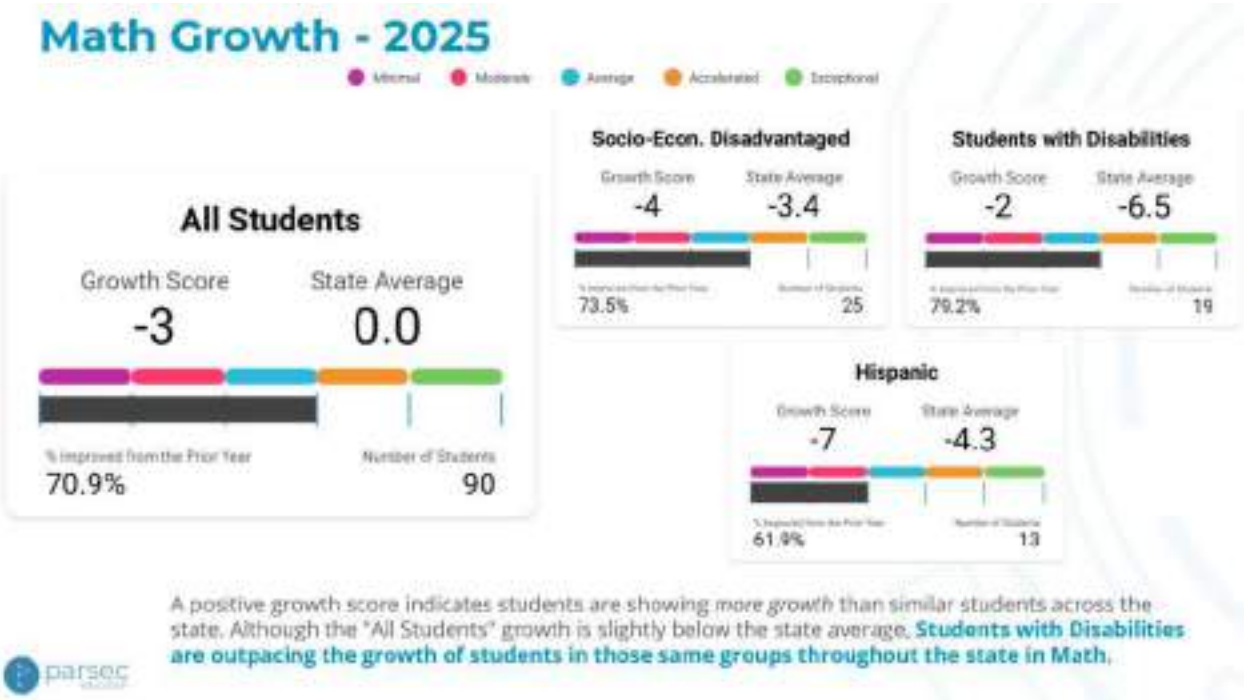


Figure 7. 2025 mathematics growth results

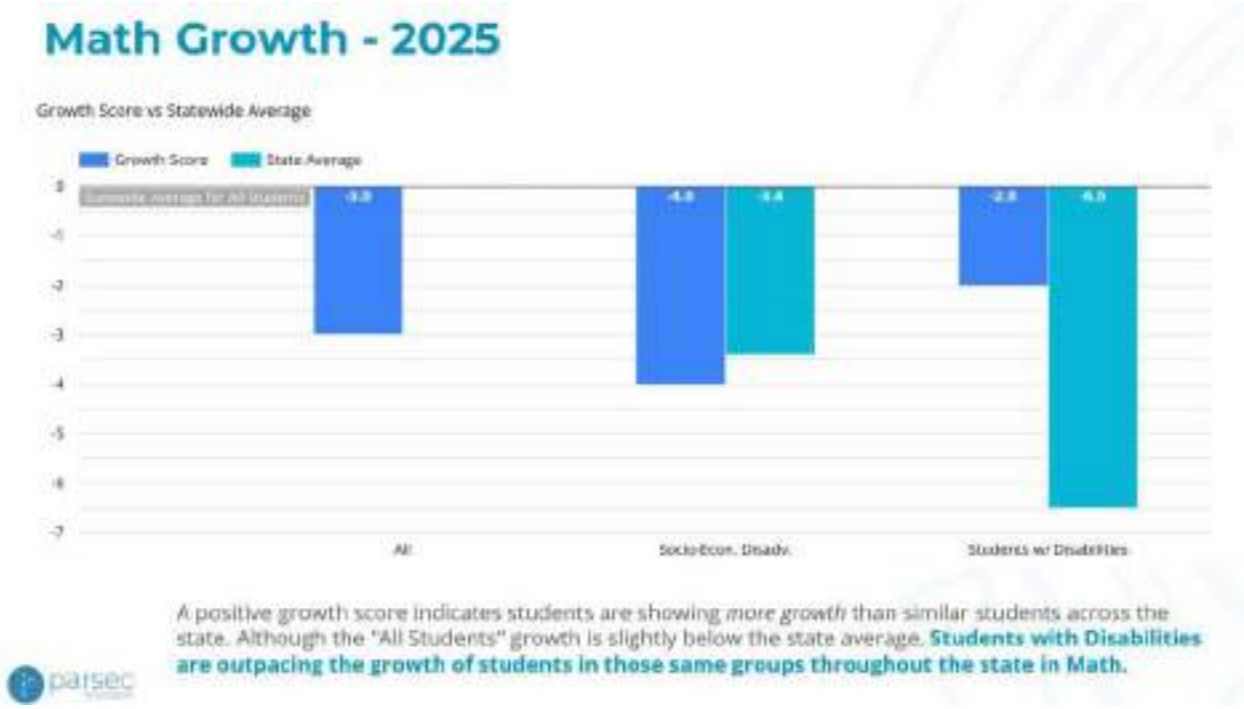


Figure 8. 2025 Mathematics Growth Score vs. Statewide Average for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities

Attendance, Engagement, and School Climate

Golden Valley River's non-academic indicators provide additional evidence of a school environment that supports student participation and continuity of learning. With the exception of 2023, chronic absenteeism has been consistently lower than both district and state levels for all students and for most student groups. Lower chronic absenteeism increases students' access to instruction and is an important complement to the academic achievement and growth data.

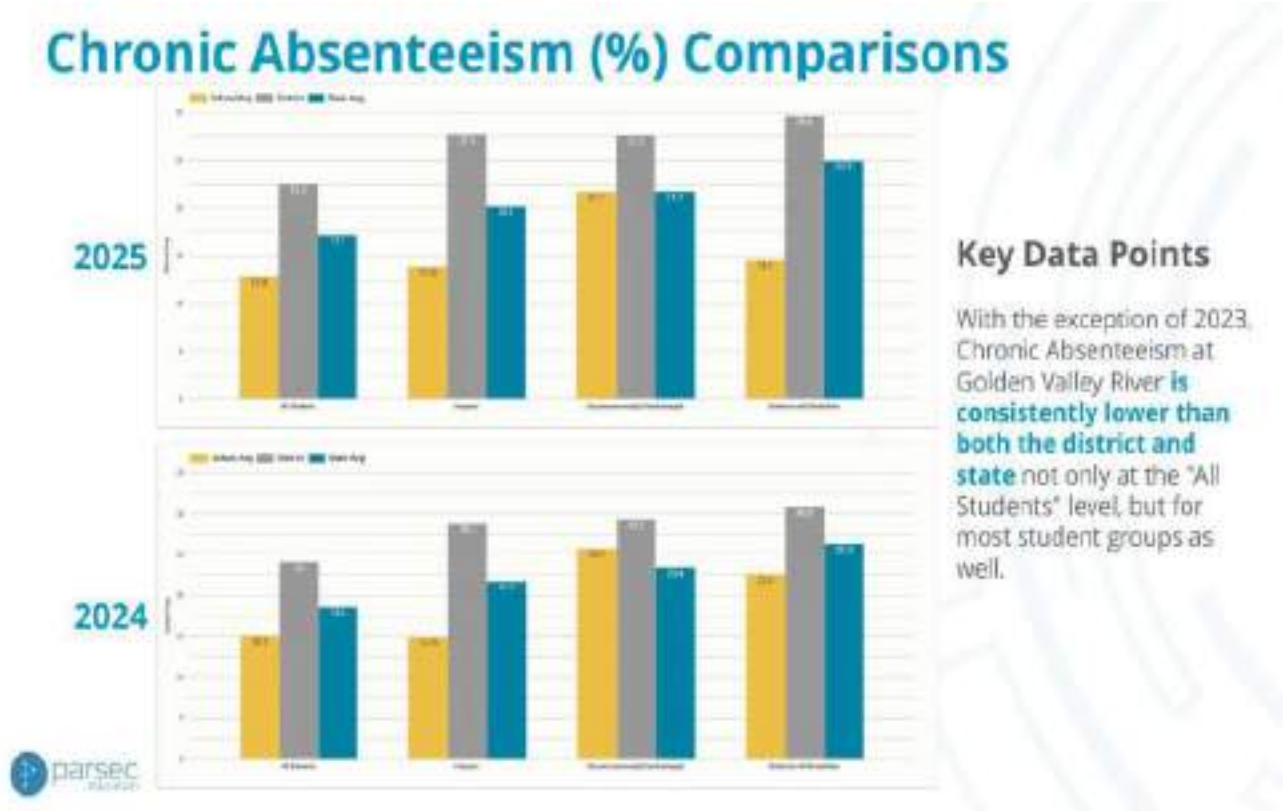


Figure 9. Chronic absenteeism comparisons.

Suspension rates are another consistent strength. Across the years and student groups, Golden Valley River's suspension rate is lower than both district and state rates. This pattern is consistent with a school climate that prioritizes student engagement, belonging, and continued access to instruction.

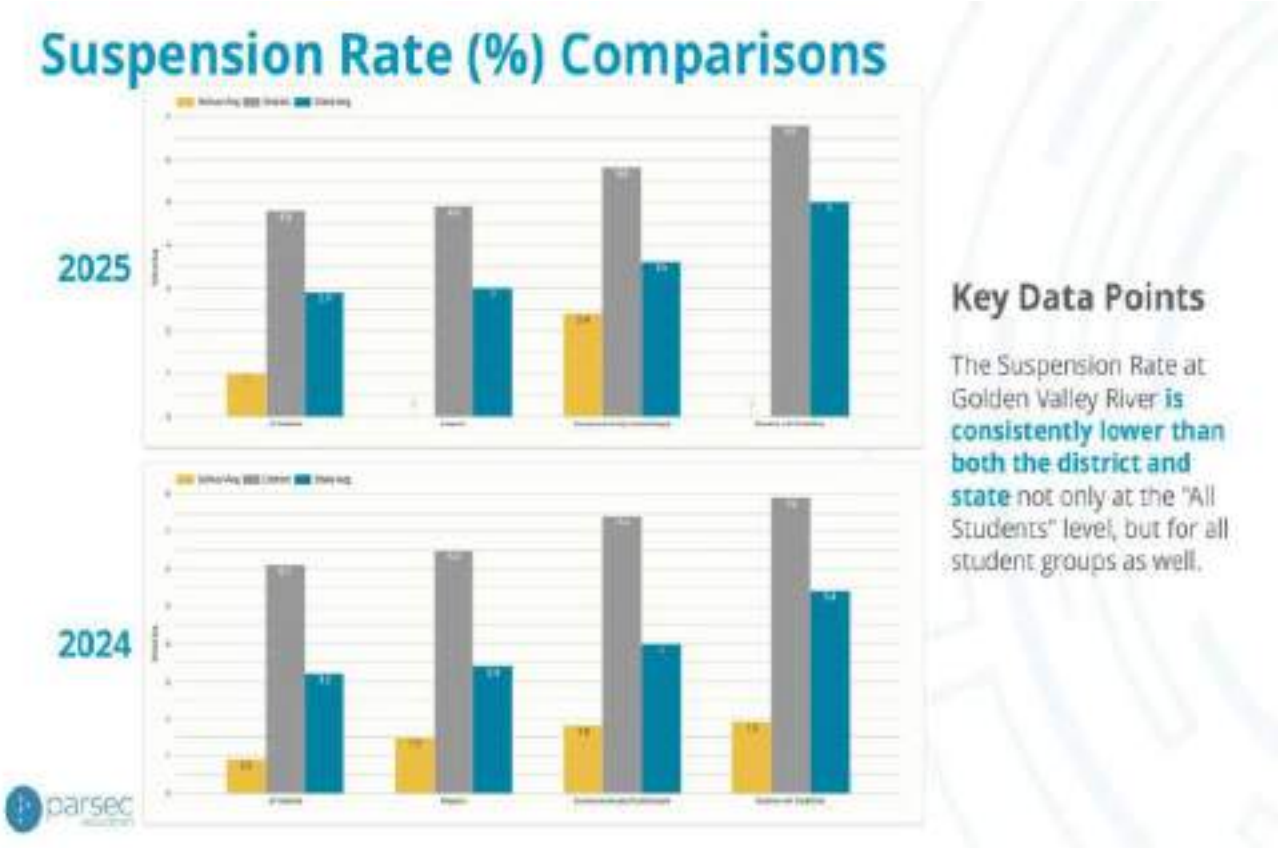


Figure 10. Suspension rate comparisons.

Contiguous Enrollment and Program Effect

Most Golden Valley River students have been enrolled at the school for more than one year, and the renewal data identify a positive relationship between sustained enrollment and academic outcomes. In ELA, students enrolled for at least three years perform significantly higher than newly enrolled students. From 2024 to 2025, both first-year students and students enrolled three or more years improved, with the longer-enrolled group posting the larger gain in the percentage meeting or exceeding standard.

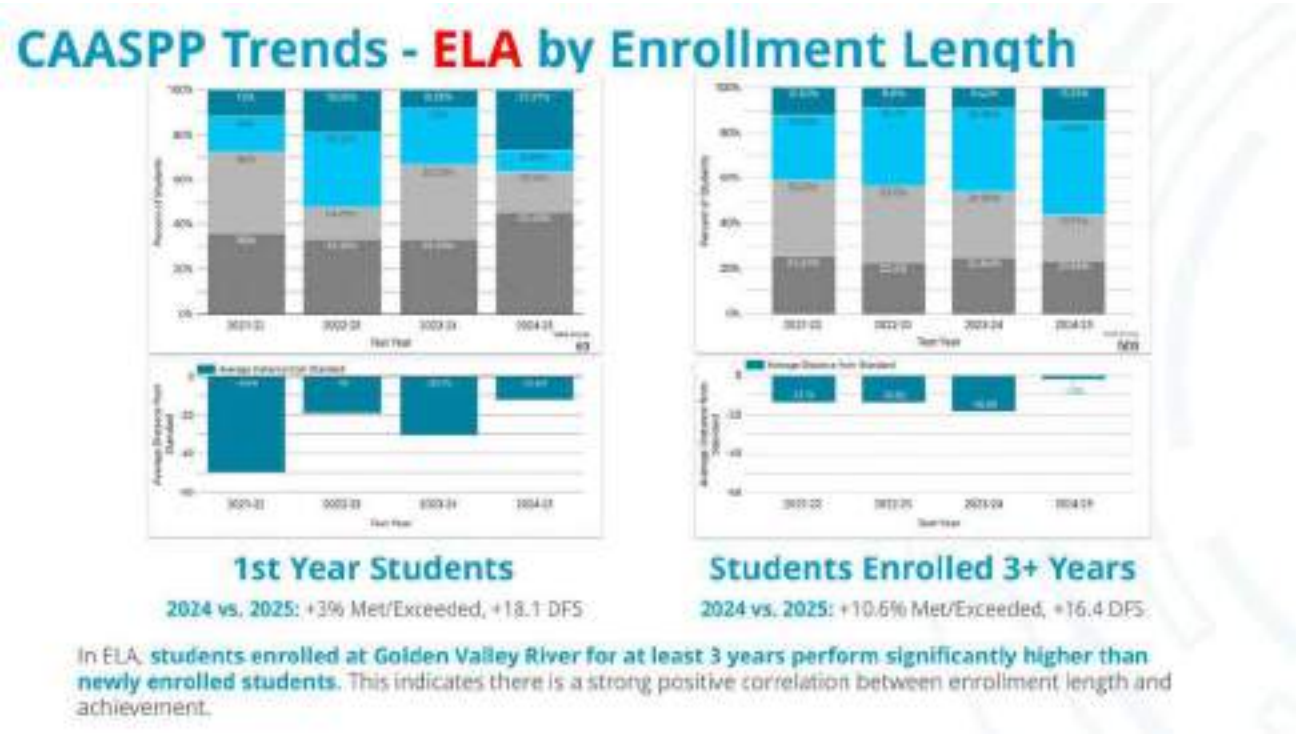


Figure 11. ELA performance by length of enrollment.

The contiguous-enrollment analysis provides supportive, though not causal, evidence that students benefit from sustained participation in the Golden Valley River program. The largest tested cohorts are students in approximately their fourth through sixth years of enrollment, indicating that many families elect to remain with the school over multiple years. These findings reinforce the value of longitudinal participation in the school's educational program.

Conclusion

Taken together, the renewal data present a coherent record of organizational stability, improving academic performance, meaningful student growth, and positive student-engagement indicators. Golden Valley River has maintained stable enrollment while serving a significantly larger population of

Students with Disabilities; improved overall CAASPP performance in both ELA and mathematics; maintained strong ELA outcomes for priority student groups; and produced favorable chronic absenteeism and suspension results compared with district and state benchmarks.

The data also identify areas for continued improvement, particularly mathematics growth at the all-student level and for Socioeconomically Disadvantaged students. Golden Valley River's renewal record is strengthened by the fact that these areas are visible in the school's data and are being monitored across multiple measures. At the same time, the 2025 growth results identify meaningful strengths, including accelerated ELA growth across the school and significant student groups and mathematics growth for Students with Disabilities that exceeded the statewide comparison. The available evidence therefore supports the conclusion that Golden Valley River is operating an educational program that is responsive to student needs, producing measurable academic results, and demonstrating the sustained performance expected of a public charter school seeking renewal.

For better visualization of data, all data slides are in Appendix M.

ELEMENT 1: Educational Program

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

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

Programmatic Focus

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

–The International Conference on Education of UNESCO

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

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

Vision, Mission, and Goals

Our Mission – Why Are We Here?

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

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

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

Our Vision – What Will We Look Like?

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

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

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

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

- *Curiosity:* At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds
- *Joyful service:* At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.
- *Reverence:* The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.
- *Empathy:* At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to

understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

- *Creating Community:* At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.
- *Commitment:* The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

Our Strategic Goals – What Outcomes Will We Achieve?

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

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

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

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

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

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

Vibrant Learning Community

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

Objectives:

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

Holistic Waldorf Education

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

Objectives:

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

Exemplary Sustainable Rhythms

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

Objectives

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

Accessible Harmonious Environments

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

Objectives

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

Responsible Fiscal Stewardship

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

Objectives

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

Educating Students' Full Human Potential

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

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

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

We develop thinking by teaching children to observe objectively, with wide awake curiosity. We do this at all grade levels, bringing the child's attention to phenomena around them that normally would escape notice. We seek to lead them to an experience of observation of people, events, and the natural

world, to take notice of patterns and tendencies in a way that gives rise to more questions than answers and embraces complexity. Thus, we lead them to understand knowledge as a byproduct of an ongoing, living process of exploration rather than a finished, fixed collection of facts. Along with developing the capacity to observe things closely, we emphasize storytelling as a tool for developing the imagination. When imagination, curiosity, and objective attention are combined, new answers emerge from complex questions.

The inner world of the human being is the seat of feeling. Feeling is the foundation of all morality, compassion, and sense of belonging and connection to the self and to others. Children spend an enormous amount of time at school, and this is where much of their learning takes place. Golden Valley's approach to education is designed to nurture the inner life of the child, and to cultivate a deep and refined feeling sense. We actively work to touch the hearts of the children, to help them care about their fellow human beings, and to reassure them that there is beauty and goodness in this world and within themselves, waiting to be uncovered and released for the good of all humanity. True education must take into account the important role that feeling plays in every human being and must deliberately cultivate a deep and healthy feeling life.

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

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

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

When students have mastered a wide range of capabilities, confidence and self-esteem are enhanced. These qualities are vital components of the strong character that children will need to develop in order to face the challenges of the future and to chart their own path in a world of rapid change and bewildering complexity. We seek to empower our children to create a better future for themselves and others. For this task, they must have a reservoir of strength and resilience that is not stymied by

obstacles. They must have a firm belief that one person can make a difference, and in their own capacity to shape reality. They must see themselves as active participants on the stage of life rather than passive recipients of blessings and curses. This is what it means to have a healthy, well-developed will. This is what is required if our children are to bring their hopes and dreams to fruition.

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

Providing a Developmental Approach

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

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

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

It is with these developmental stages in mind that our unique curriculum has been created. It is important to recognize that the material that we bring to the children, and the way that we bring it, is

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

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

Common Core State Standards

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

Goals For All Pupils Including Each Subgroup of Pupils

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

- To provide expanded educational choices and opportunities for families and children from transitional kindergarten through eighth grade by making a quality education inspired by Waldorf available in a public charter school setting.
- To provide a balanced education that nurtures the development of the whole child, enabling students to become self-motivated, competent, and lifelong learners, able to impart meaning to their lives and pursue actions that benefit their community and society.

- To offer a curriculum inspired by Waldorf education, emphasizing a solid academic foundation, along with artistic expression, social development and responsibility, physical fitness, and attention to the inner emotional life of the child.
- To draw out each student's unique abilities while encouraging the balanced expression of his or her full potential.
- To keep children engaged with their senses, nurturing the imagination in the early years, in order to build a foundation for flexible, imaginative, and critical thinking.
- To use a three-fold "head, hands, and heart" approach to encourage the growing student to develop his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, fellow human beings, and nature.
- To meet or exceed the Common Core State Standards over the progression from kindergarten through eighth grade.
- To develop students' ability to think creatively and apply imagination to a variety of academic and practical tasks so the students of today become the creative problem-solvers of tomorrow.
- To encourage students' awareness of and empathy for diverse peoples, cultures, and languages.
- To help students develop a sense of affinity for and commitment to their environment, community and world, helping them become responsible citizens.

Who The School Is Attempting To Educate

Targeted Student Population

GVRS will educate students from transitional kindergarten through eighth grade from the communities of Folsom, Granite Bay, Orangevale, Fair Oaks, Citrus Heights, Carmichael, and the surrounding areas (greater Sacramento) in a seat-based program. GVRS serves approximately 320 students in transitional kindergarten through grade eight.

In some cases, Golden Valley serves students whose needs are not being met by their local district school. Students with diverse learning styles have been welcomed by the charter school. Families that want a lower use of electronic media are often drawn to the play-based early childhood program. Children from diverse backgrounds have sometimes encountered Waldorf education in their country of origin and wish to continue with the same approach.

Community Need

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

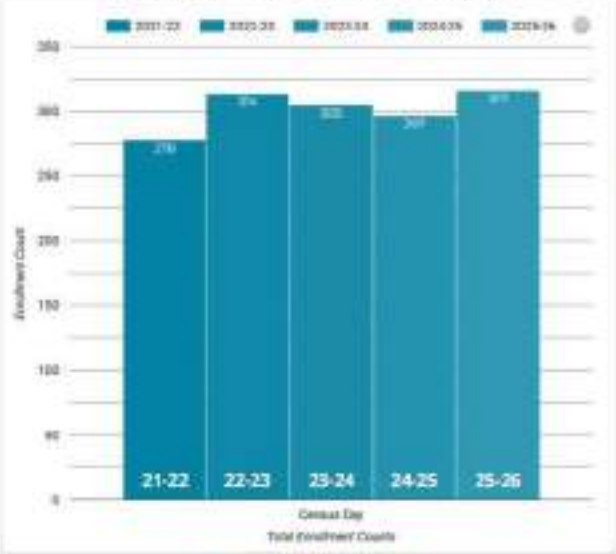
- A desire to participate in a program that emphasizes a curriculum inspired by Waldorf education
- A commitment to a learning approach that is developmentally appropriate, designed to meet the changing needs of the growing child
- A belief in the importance of incorporating artistic and musical activities into all phases of learning
- A belief in the importance of parent commitment and involvement in their children's education
- A parental commitment to lifelong learning

- A desire for an educational community that actively supports partnership and continuity between family and school
- A belief in the importance of accepting diverse personal philosophical beliefs and values
- A belief that a child's needs can best be met through an alternative educational approach
- The attention/support given to the individual social or emotional needs of the students
- A desire for a kindergarten through eighth grade school
- A desire for an environmentally conscious educational program
- An interest in a small education environment where all students know each other

Enrollment and Student Demographics

Total Enrollment Over Time

Census Day (October) Enrollment Counts by Year



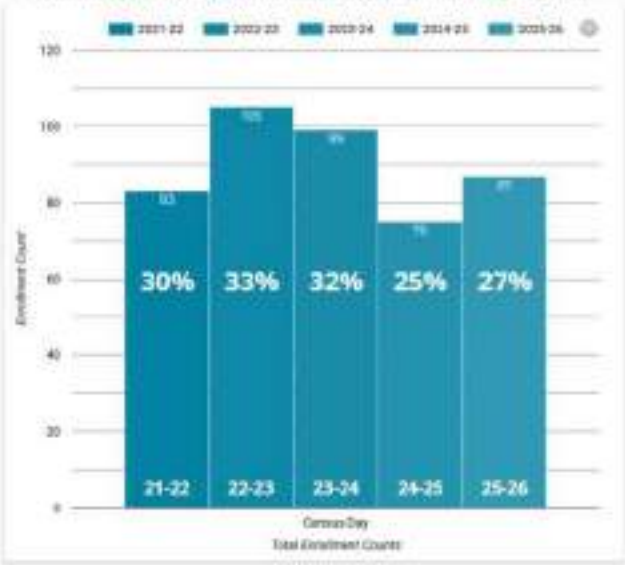
Total Enrollment

Key Data Points

Total enrollment has fluctuated slightly over the past five years, with the 2025-26 school year showing the **highest total enrollment on record** for Golden Valley River.

SED Student Enrollment Over Time

Census Day (October) SED Enrollment Counts & Percentages by Year

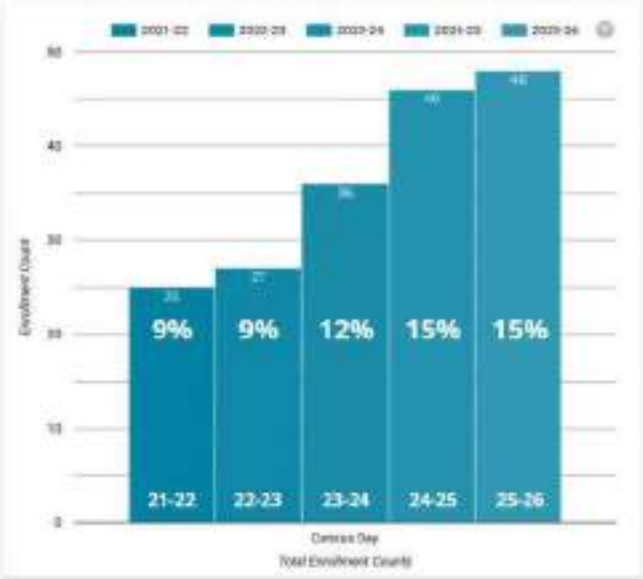


Key Data Points

The proportion of SED students has declined slightly at Golden Valley River. However, **there was a notable jump** between the 2024-25 and 2025-26 school years.

Students with Disabilities Enrollment Over Time

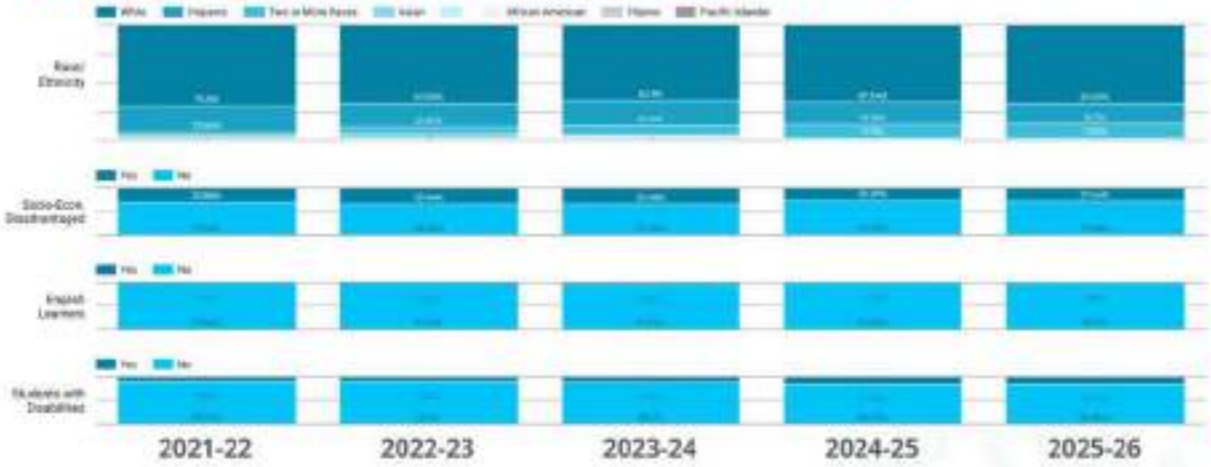
Census Day (October) SWD Enrollment Counts & Percentages by Year



Key Data Points

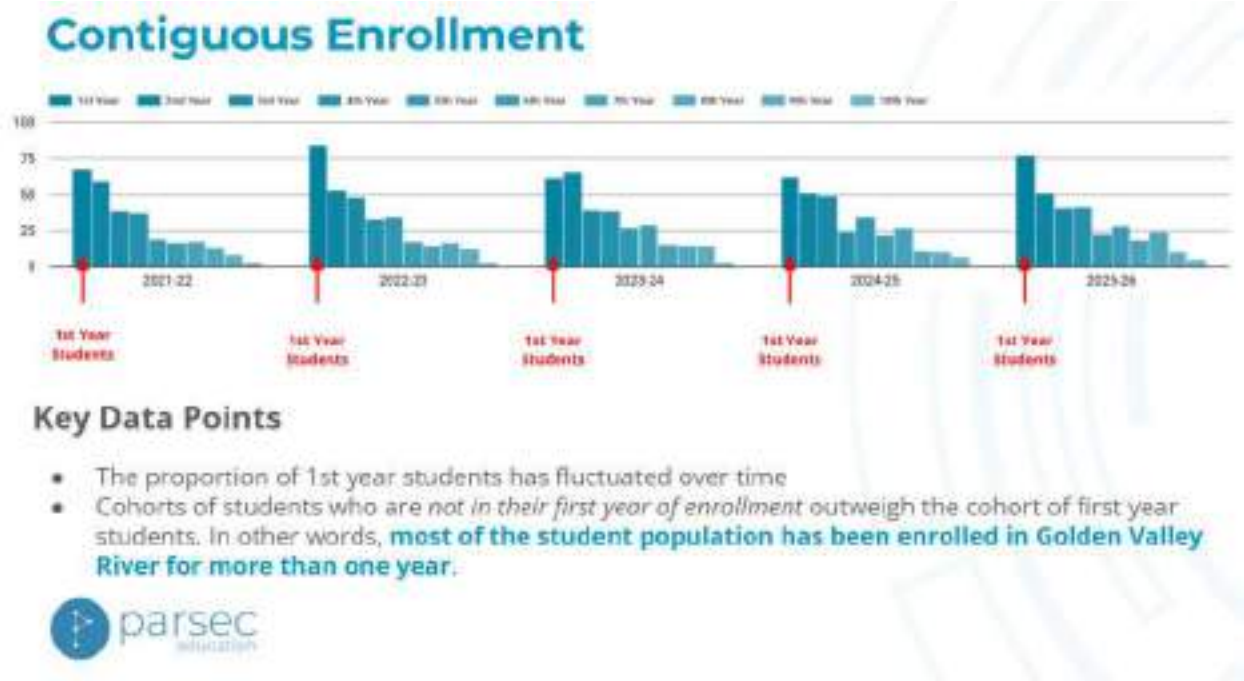
The **number and proportion of Students with Disabilities has increased significantly** over the past five years, **nearly doubling** from 2021-22 to 2025-26.

Student Group Enrollment Over Time



Key Data Points

- **Students with Disabilities have become a higher proportion of the student population** over the past five years.
- Aside from SWD, demographics have remained stable over time.



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

For better visualization of data, all data slides are in Appendix M.

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

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

–William Butler Yeats

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

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

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

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

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

How Learning Best Occurs

> *"Good thinking requires good analytic skills, but it also depends on imagination. Both halves of the brain, not simply the linear, analytic-verbal left hemisphere, contribute to it. The more visual, intuitive right hemisphere probably provides much of the inspiration, while the left marches along in its dutiful role as timekeeper and realist. . . . Some observers, concerned about declines in creative thinking, as well as in imagination, have advocated teaching methods and classroom experiences to stimulate the right hemisphere. . . [but] it is increasingly clear that genuine creative imagination springs from much deeper developmental roots -- which can easily get short-changed in homes and in schools."*
>
> *–Jane Healy, pp. 315-316, Endangered Minds, 1990*

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

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

Implementation Of Educational Program & Curriculum

> *"I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America....Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities."*
>
> *--Elliot Eisner, Professor of Education and Art, Stanford University*

Introduction to GVRS's Instructional Program

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

> *"Young children make the most dramatic strides in terms of nearing their full adult potential, in their sensory and motor skills, and the neural regions most related to them. During the grade school years and beyond. . . the most dramatic gains are in their social and emotional skills . . . . Finally, after puberty, the developmental focus within the brain shifts to the regions of the brain that enable the most advanced thinking, relying upon abstractions and critical judgment. Also a rich network of neural connections develops between these areas and brain regions most directly involved in emotion and movement."*
>
> *–C.E. Cordes and E. Miller*
> *Fool's Gold: A Critical Look at Computers in the Classroom*
> *Alliance for Childhood, College Park, MD, 2000*

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

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

Please note that the curriculum inspired by Waldorf education determines that some standards will be addressed at grade levels that are different than those stated in the Common Core State Standards.

Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which our curriculum and methodology are based.

GVRS offers Parent Information Meetings to prospective and newly enrolled families to explain the Public Waldorf educational model, the sequencing of the curriculum, the relationship between the Waldorf/Common Core State Standards and California State Standards, and other aspects of the school's educational program. Attendance at a Parent Information Meeting is encouraged but is voluntary and shall not be a condition of application, admission, enrollment, or continued attendance at GVRS.

Families will also be directed to information available through the school website and may request additional information regarding the Charter School's curriculum and instructional model. Based on the needs of an individual student, a transition plan for a student leaving GVRS prior to completion of eighth grade may be developed at the request of the parent/guardian or upon recommendation of the teacher.

Teaching methods inspired by Waldorf education stress a nurturing, multisensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity is a high priority. Daily, weekly, and seasonal rhythms will help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Teaching methods inspired by Waldorf education emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades. In the middle school years, students receive instruction and practice in responsible use of the tools of technology, including internet research and keyboarding.

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

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

The faculty selects curriculum materials and instructional activities. Based on the Waldorf/Common Core State Standards, each teacher develops his/her units of study (blocks) using a variety of materials from the teacher resource library, the Internet, and from the public library. Teachers also receive yearly Waldorf training, mentor with master teachers, and collaborate with colleagues weekly. Each teacher

will plan a block rotation prior to the beginning of the school year, which will be submitted to the principal and distributed to parents at the beginning of the school year.

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

Overview of the Kindergarten

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

–Ashley Montague, Anthropologist, quoted in Smart Moves by Carla Hannaford

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

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

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

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

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

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

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

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

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

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

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

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

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

Overview of the Grades

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

–Andy Silvert, GVCS Alumni Parent

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

–Jane Healy, Endangered Minds: Why Children Don't Think Touchstone

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

First Grade

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

Second Grade

- Math: Continue with four operations of arithmetic; story problems; skip counting; beginning work of multiplication tables with mastery of the 2's, 5's, 10's and 3's; geometric patterns found in times tables; place value; carrying and borrowing

- Literature & Grammar: Elements of grammar (naming, describing words, nouns, verbs, adjectives); beginning cursive writing; animal fables; legends of heroic people from around the world; spelling; reading; composition
- Science: Garden and nature studies
- Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play Art: Continue form drawing; watercolor painting; beeswax modeling
- Art: Form drawing; painting; modeling with beeswax; crayon drawing
- Cultural Studies: Such as Spanish, German or French continued (plays, songs, poetry, games and simple conversation)
- Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- History & Social Studies: Multicultural stories

Third Grade

- Math: Memorization of multiplication tables (2 through 12); weight; measure; length; volume; money; time; two- to three-digit multiplication;
- Literature & Grammar: Elements of grammar (adverbs); continuing cursive; spelling and punctuation; compositions; cultural legends
- Science: Continuation of garden and nature studies
- Technical Subjects: Introduction to keyboarding
- Music and Performing Arts: Singing in rounds; pentatonic flute; in-class skits; performance of annual class play Art: Continue form drawing; painting; beeswax modeling
- Art: Painting; modeling with beeswax; crayon drawing
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, and vocabulary)
- Handwork: Crocheting (pattern and placement recognition, finger dexterity)
- History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world through project-based learning

Fourth Grade

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

- History & Social Studies: California and local history
- Geography: California and local geography; map making

Fifth Grade

- Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures
- Literature & Grammar: Elements of grammar; continuing cursive; spelling and punctuation; compositions; Greek myths
- Science: Botany; inductive method; reproductive systems; continuation of garden and nature studies
- Technical Subjects: Continuation of keyboarding and Cyber Civics
- Music and Performing Arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; painting; clay modeling; woodworking
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)
- Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)
- History & Social Studies: Ancient civilizations through Greek times
- Geography: North American geography as related to vegetation, agriculture, culture, and economics

Sixth Grade

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

Seventh Grade

- Math: Algebra; mathematical thinking/theory; geometry; adopted curriculum (CCSS)

- Literature & Grammar: Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama
- Science: Physics (mechanics); physiology (blood and muscles); astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies
- Technical Subjects: Online research and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette; protecting safety and privacy; introduction to publishing and presentation software including the use of multimedia elements. Use of computers for basic research, word processing and publishing (e.g., research papers, individual and group projects, presentations using MS PowerPoint, simple tables, charts, and graphs.
- Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play
- Art: Calligraphy; clay modeling; woodworking; painting; perspective drawing; portraits
- Cultural Studies: Such as Spanish, German or French continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)
- Handwork: Hand-sewn clothing; carving (wood and stone); woodworking; felting
- History & Social Studies: Renaissance and Age of Exploration and Discovery
- Geography: World geography, usually emphasizing Africa

Eighth Grade

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

Additional Aspects of the Educational Program

The Class Teacher

The heart of our education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class

of children through several grades of elementary school (i.e., one teacher may loop from grades 1-5 and another teacher from grades 6-8, or a teacher may stay with the class from grades 1 - 8), teaching the Main Lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families) and help students unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

Forming the Class

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

Main Lesson

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

Main Lesson Books

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

Textbooks

Appropriate and carefully selected textbooks can be a valuable aid for teachers and students throughout the grades. Depending on the grade and subject matter, our program uses adopted

textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In addition, state-adopted math textbooks are available for 3rd through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

Reading and Writing

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

Mathematics

In the early elementary years, math instruction begins by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: 12=3+9, or 12=4x3, or 12=144/12. This encourages flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives, and games are used to engage children in active learning. Mental math problem solving is emphasized throughout grades 1-8 to develop and strengthen thinking.

Humanities

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

The Sciences

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and

write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Cultural Studies

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

The Arts

Drama, painting, music, drawing, modeling, etc., are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts are also offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, percussion and string instruments in the higher grades. Other arts such as drama, puppetry, and painting enhance the child's joy of learning. The art of 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.

Practical Work

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

Homework

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

Physical Activity

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

Environmentally Conscious Curriculum

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

Multicultural and Gender-Balanced Content

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

Parent Participation

Parent and family participation is a keystone of our program. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom is essential in creating and implementing the Charter School's educational program and maintaining its supportive environment. GVRS honors and values the individual skills, talents, and interests of its parent body, and strongly invites and encourages parent participation in many aspects of the Charter School's operations. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. GVRS also provides ongoing educational opportunities for parents to learn about various aspects of child development and a curriculum inspired by Waldorf education. These include parent education lectures and class meetings discussing child development and specific aspects of the curriculum.

Seasonal Festivals

In keeping with our focus on community, GVRS holds two seasonal festivals each year to bring families and children together in respect for the rhythms of nature and of our Earth. Frequently, these festivals include multi-cultural activities that connect our children and families to each other's cultures.

Additional festivals may be added in the future, based on our faculty, parents, and student community's recommendations.

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

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

The GVRS Classroom Community

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

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

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

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

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

- GVRS shall provide guidance in the area of behavior and attitudes, and recognizes that each child has a unique personality, likes and dislikes, values, strengths, and weaknesses. The uniqueness of the child will be honored while providing guidance.
- At GVRS, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.
- At GVRS, personal responsibility and accountability will be taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- Each class shall establish rules within the first week of the school year. These rules are set with the understanding that everyone will respect and follow them. This provides the child with the ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Materials

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

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

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

Technology

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

GVRS shall maintain sufficient internet-connected, assessment-compatible computing devices to administer required computer-based state and local assessments within applicable testing windows. The school currently maintains approximately 160 student devices, representing approximately two students per device.

Technology resources shall be maintained and updated as necessary to support CAASPP, ELPAC, other applicable computer-based assessments, keyboarding, research, digital literacy, accessibility, and instructional applications appropriate to the grade levels served. GVRS shall maintain appropriate network capacity, device security, and testing configurations necessary for secure administration of statewide assessments.

Staff responsible for technology-supported instruction and assessment administration will receive appropriate professional development and training regarding digital assessment systems, security requirements, accessibility tools, and effective instructional use of technology.

Professional Development

A variety of professional development opportunities will be made available to GVRS faculty and staff. These include weekly pedagogical meetings; GVRS pre-service and in-service trainings; the peer mentoring and classroom visitation program; individual and group mentoring by experienced Waldorf Curriculum Specialists; and attendance at Waldorf Teacher Training courses, based on the Waldorf/Common Core State Standards.

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

Attendance

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

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

Independent Study

GVRS supports the right under California law for parents/guardians to be involved in the education of their children within the home. Parents/guardians of students in the Cherry Blossom Home Study Program for TK/K students are responsible for assisting GVRS in providing direct instruction for their students on days when instruction is not provided at the school site. In support of this learning environment, GVRS offers curriculum and instructional support in accordance with all legal requirements governing GVRS to parents/guardians who choose to enroll in the Cherry Blossom Home Study Program. California credentialed teachers select curriculum, with input from the parent/guardian, and monitor student assignments for compliance with the State Standards while validating attendance, assessing assignments, and issuing final grades. Teachers, with input from the parent/guardian, develop strategies for designing an instructional program that supports the individual student's learning needs. The outcome of this approach is personal learning for each student and regular and ongoing evaluation of developmental progress. Teachers and parents regularly monitor students' progress and evaluate students' performance through the use of formal and informal assessments, adjusting the student's learning as needed to support the progress of students toward meeting the standards.

GVRS Cherry Blossom Home Study Program is open to TK-K students whose families are committed to assisting with the delivery of academic instruction in the home. Parents/guardians agree to provide necessary transportation to mandated tests or other classes or programs to improve academic outcomes when required. With input from the parent/guardian, credentialed teachers will develop individualized learning to ensure curriculum meets the State Standards and assess student achievement as measured by those same standards. The student's teacher, with input from the parent/guardian, will choose from GVRS supported curricula, aligned to the State Standards. Student growth toward the standards is used as a measure for the effectiveness of curricular choices, strategies, and methods.

Cherry Blossom Home Study Program Attributes

1. Primary place of learning is in the home.
2. The parent/guardian will be involved with instruction in the home, under the direction of a GVRS credentialed teacher.

3. The credentialed teacher provides parent/guardian direction and support with curriculum and instructional delivery.
4. Individualized learning is developed to build proficiency and identify goals to ensure the achievement of desired outcomes.
5. The credentialed teacher reviews student data from assessments with the parent/guardian to support mastery of grade level state standards.
6. The credentialed teacher uses data from multiple assessment sources to develop an individual and rigorous academic and intervention plan for each student.
7. Family and students have access to multiple departmental and support staff resources and opportunities.
8. Daily classes to support academic, curriculum, behavioral, and social emotional skill development.
9. Program provides opportunities for authentic learning experiences and peer-to-peer engagement.
10. The credentialed teacher provides all curriculum materials and learning resources to address state standards and overall student growth.
11. Program is aligned to the State Standards.

Individualized Learning

Each family provides input to GVRS staff to help create a plan that supports individualized learning by:

1. Assessing student levels
2. Drawing out students' voices in articulating their interests, skills, and abilities
3. Developing the Master Agreement
4. Assisting in making and pacing assignments
5. Reviewing all student work
6. Providing parent/guardian training in home teaching methods
7. Facilitating an educational team meeting at each learning period which includes
    a. Evaluation of student work
    b. Review of skills and concepts in each subject
    c. Formal and informal assessments
8. Evaluating the time value associated with student engagement work submitted.

Students and parents in the GVRS Cherry Blossom Home Study Program are fully supported with academic, strategic, and material resources to support instruction.

Tiered Reengagement

GVRS desires that all students experience success and thrive as students while reaching their personal and academic goals. In the event that a student falls into any of the categories listed below, a tiered re-engagement process will be initiated to support student success:

- Is in violation of the Master Agreement;
- Is not making satisfactory academic progress;
- If a student's attendance over a 4-week period falls below 90%; or
- If a student's participation in synchronous instruction falls below 50% of the required offerings.

GVRS has developed processes to support students and families for students in the home school academy. This process will also specifically identify support as appropriate, for English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. Furthermore, students with disabilities will be concurrently supported through the IEP and/or 504 process.

Special Populations

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Identification and Assessment

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

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

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

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

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

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

Intervention

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

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

GVRS targets the needs of academically low achievers by:

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

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

Family Involvement

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

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

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

The curriculum inspired by Waldorf education is by nature, multidisciplinary, involving academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students' respect for each other as important members of their classroom learning community. Students who are high achieving are identified by their teacher through the use of assessments, work samples and teacher

observation. Parents of high achieving students are contacted and invited to work with the teacher to support the student. In addition to using an approach to learning that is inspired by Waldorf education, GVRS's plan for students who are academically high achieving includes:

- Leveled reading groups engaging beginning to advanced levels of readers.
- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in the classroom.
- Leveled math programs using adopted textbooks in eighth grade. Students are placed in math levels based on teacher recommendation, evaluation, and assessment data (state, local, and publisher assessment data).
- The availability of supplemental materials to teachers, such as advanced mathematics materials inspired by Waldorf education. Teachers have the option to provide extra challenges to students as needed.
- Teachers provide academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Student governance/leadership opportunities through service on a Student Council.

PLAN FOR ENGLISH LEARNERS

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

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

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

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

Identification of English Learners

As part of the enrollment process, the Charter School will administer a home language survey upon a student's enrollment into the Charter School (on enrollment forms). For students who are not new to the state public school system, we will determine their EL classification based on prior records. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards.

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

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

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

Instructional Programming for English Learner Instruction

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

Designated ELD

GVRS's focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. Teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. Students are taught language objectives aligned with academic language functions, as well as academic vocabulary and allotted time to practice reading comprehension and writing skills. Here are the principles that guide our designated ELD instruction:

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

Integrated ELD

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

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

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

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

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

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

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

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

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

Monitoring and Re-Designation of EL Students

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators and measured at least annually using the ELPAC and other measures. These assessments benchmark their progress towards proficiency and determine whether continued programming and

language support are warranted. Upon a student's reaching proficiency in the English language, programming and language support will no longer be required. However, the student will be monitored to ensure they are making academic progress in alignment with their peers. If students fail to meet parity, then they may be provided additional academic services and interventions. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the following criteria: Assessment of language proficiency using an objective assessment instrument including, but not limited to, all of the following:

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

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

Special Education and English Learners

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

Monitoring and Evaluation of Program Effectiveness

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

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

English Learner Advisory Committee

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

PLAN FOR SPECIAL EDUCATION

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

GVRS shall initially remain, by default, a public school of SJUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, GVRS reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

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

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

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

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

Search and Serve

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

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

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

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

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

Interim and Initial Placements of New Charter School Students

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

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

GVRS's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by GVRS within 15 days. Parents will be informed via the Special Education Case Manager that special education and related services are provided at no cost to them.

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

Assessment

The Special Education Case Manager will be responsible for gathering all pertinent information and sharing such information with the SJUSD SELPA (where applicable according to SELPA policies). The information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed, and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. GVRS will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

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

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

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

A copy of the IEP will be given to the parents in accordance with state laws and the SJUSD SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by GVRS in cooperation with the SJUSD SELPA in which GVRS is a member. Upon the parent or guardian's written

consent, the IEP will be implemented by GVRS. The IEP will include all required components and be written on SJUSD SELPA forms. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When GVRS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed, and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, GVRS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although SJUSD will hold ultimate responsibility for providing Special Education services (so long as GVRS operates as a school of the authorizer for purposes of special education), GVRS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. It is the goal of GVRS to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the principal of GVRS, will be the primary GVRS representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at GVRS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, GVRS plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, GVRS may also seeks related services from the Authorizer for special education students enrolled in GVRS in the same manner as is provided to students in other district schools (so long as GVRS operates as a public school of the SJUSD for purposes of special education). GVRS also reserves the right to contract with service providers outside of the SJUSD when appropriate.

Reporting

GVRS, in collaboration with SJUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test modifications and the types, and the number of students exempted from District assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The reason of exit from GVRS for students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the GVRS Principal. The principal will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The principal will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at GVRS must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parents and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. GVRS will utilize the Notice of Procedural Safeguards used by the SJUSD SELPA.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SJUSD and GVRS shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the SJUSD SELPA determines

that legal representation is needed, GVRS agrees that it shall be jointly represented by legal counsel of the SJUSD's choosing.

So long as the GVRS operates as a school of the authorizer for special education purposes, SJUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in 2In the event that GVRS opts to operate as an LEA in a SELPA other than SDUSD, GVRS reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

GVRS if the authorizer determines such action is legally necessary or advisable. GVRS agrees to cooperate fully with the Authorizer in such a proceeding.

So long as GVRS operates as a school of the District for purposes of special education, GVRS understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with SJUSD and/or California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

GVRS will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their nondisabled peers, will mainstream all of GVRS students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for GVRS Staff

The Principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SJUSD SELPA.

So long as GVRS operates as a school of the Authorizer for special education purposes, Authorizer agrees to allow GVRS staff access to all Special Education related professional development opportunities that are available to other employees of the SJUSD SELPA.

GVRS also intends to seek professional development opportunities for its staff through potential training facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Plan for Implementing Adaptive and Assistive Technology

The school will ensure that students with disabilities have equitable access to the core educational program through the intentional use of adaptive and assistive technology, aligned with individualized education program (IEP) goals and California State Priorities.

Students with disabilities will have access to appropriate adaptive and assistive technologies that support meaningful participation in instruction, progress toward IEP goals, and access to the full curriculum. To achieve this goal, the school will implement the following actions:

Assessment and Identification of Need

During IEP development and annual review, the IEP team will assess each student's need for adaptive or assistive technology based on learning profile, access needs, and instructional goals.

Assistive technology considerations will be documented in the IEP, including specific tools, frequency of use, and instructional contexts.

Provision of Adaptive and Assistive Technology

The school will provide adaptive and assistive technologies as required by student IEPs. These may include, but are not limited to:

- Text-to-speech and speech-to-text software
- Audiobooks and alternative text formats
- Visual supports and organizational tools
- Alternative input devices or adaptive hardware

Technology selections will prioritize tools that support access while remaining developmentally appropriate and aligned with the school's educational philosophy.

Staff Training and Implementation Support

General education teachers, special education staff, and instructional aides will receive training on the effective use of assistive technology identified in student IEPs. Ongoing coaching and collaboration time will be provided to ensure consistent implementation across instructional settings.

Integration with Instruction and Services

Adaptive technology will be integrated into classroom instruction, special education services, and related services as appropriate. Use of technology will support, rather than replace, direct instruction and relationship-based teaching practices.

Monitoring and Review

Student progress will be monitored through IEP goal tracking, classroom observations, and assessment data. The effectiveness of adaptive technology supports will be reviewed at least annually and adjusted as needed through the IEP process.

Metrics and Evidence of Effectiveness

Progress toward this goal will be measured using:

- Progress toward IEP goals

- Teacher and service provider documentation of technology use
- Student access and participation data
- Parent and staff feedback during IEP reviews

Section 504 of the Rehabilitation Act

GVRS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

GVRS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of GVRS. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the principal or her designee and shall include the parent or guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of the student's 504 Plan. The principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

GOALS FOR PUPIL OUTCOMES

Golden Valley River School's annual goals, actions, and measurable outcomes are fully aligned to its adopted Local Control and Accountability Plan (LCAP). Goals are established for all pupils and each numerically significant subgroup, including Socioeconomically Disadvantaged (SED) students, English Learners (EL), Students with Disabilities (SWD), Foster Youth, and Homeless Youth, in accordance with Education Code §52052 and §47605(c)(5)(A).

State Priority 1 & 2—Basic Services & Implementation of State Standards LCAP Goal 1: Developmentally Appropriate Education			
Student Group	**Annual Goal**	**Metrics (LCAP-Aligned)**	**Actions**
All Students	All students will have access to credentialed teachers, standards-aligned instructional materials, and a full TK–8 Waldorf-inspired curriculum.	• Teacher Assignment Monitoring Report • SARC instructional materials indicator • Local Indicator Priority 2	• Action 7: Professional Development • Action 11: Class Teachers • Action 12: Classroom Materials
SED	SED students will demonstrate improved access to rigorous instruction through targeted instructional supports.	• CAASPP ELA/Math Distance from Standard (DFS) • Fastbridge growth data	• Action 1–3: Math, ELA & Intervention • Action 6: Enrichment Opportunities

EL	English Learners will receive designated and integrated ELD aligned to CA standards.	• ELPAC proficiency & progress • Local Indicator Priority 2 (ELD)	• Action 4: Academic Supports for EL Students
SWD	Students with disabilities will receive inclusive, standards-aligned instruction and services to meet IEP goals.	• IEP goal attainment• CA Dashboard (ELA/Math)	• Action 10: Supports & Services for Students with Exceptional Needs

State Priority 5 & 6—Student Achievement LCAP Goal 1			
Student Group	**Annual Goal**	**Metrics**	**Actions**
All Students	Increase academic achievement in ELA, Math, and Science.	• CAASPP ELA/Math DFS • CAST DFS • Fastbridge aReading/aMath	• Action 1–3: Core Instruction & Intervention
SED	Reduce achievement gaps in ELA and Math for SED students.	• CA Dashboard DFS (SED subgroup) • Fastbridge subgroup growth	• Action 3: Intervention • Action 6: ELO-P Enrichment
EL	EL students will progress at least one level on ELPAC annually.	• ELPAC results	• Action 4: EL Academic Supports
SWD	SWD will show increased academic growth aligned to IEP goals.	• IEP progress reports• Fastbridge	• Action 10: Inclusive Supports

State Priority 5 & 6—Student Engagement & School Culture LCAP Goal 2: Intentional Culture of Care			
Student Group	**Annual Goal**	**Metrics**	**Actions**
All Students	Maintain a safe, inclusive, and supportive school environment.	• Attendance Rate • Suspension Rate	• Action 1: Facility

		• Climate Survey	• Action 3: School Climate Improvement
SED	Reduce chronic absenteeism among SED students.	• CA Dashboard Chronic Absenteeism	• Action 2: Renewal Room • Action 3: Climate Supports
SWD	Reduce suspension rates for students with disabilities.	• CA Dashboard Suspension Indicator	• Action 3: Restorative Practices

State Priority 3 & 7—Parent Engagement & Course Access **LCAP Goal 3: Vibrant Learning Community**			
Student Group	**Annual Goal**	**Metrics**	**Actions**
All Students	Families will be active partners in student learning and engagement.	• Local Indicator Priority 3 • Participation data	• Action 3: Family & Community Engagement
SED / Foster / Homeless	Increase engagement of unduplicated families in school decision-making.	• CAC participation • Attendance trends	• Action 2: Responsive Schools for Unduplicated Pupils
All Students	Maintain access to a broad course of study including arts, movement, and enrichment.	• Local Indicator Priority 7	• Action 6: Enrichment • Action 8: Specialty Classes

The goals, metrics, and actions described above are drawn directly from Golden Valley River School's adopted 2025–26 Local Control and Accountability Plan and are reviewed annually using California School Dashboard data and local indicators. Progress is monitored for all pupils and each student subgroup, and actions are adjusted as necessary to ensure equity, access, and continuous improvement.

ELEMENT 2: Measurable Pupil Outcomes

Governing Law: "The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."

– California Education Code § 47605(c)(5)(B)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

– California Education Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below. The current GVRS Local Control and Accountability Plan is included in Appendix K.

The LCAP subgroup goals below represent the three-year cycle (2024-25 through 2026-27), with GVRS making progress in key state indicators as demonstrated on the California Dashboard.

GVRS LCAP Subgroup Goals: Year-Over-Year Goals (2024-25 through 2026-27)					
Student Group	**Chronic Absence**	**Suspension**	**Expulsion**	**ELA**	**Math**
Hispanic	Baseline: 35.3% Goal:10% or less	Baseline: 1.5% Goal: At or below 1%	Baseline: 0% Goal: Maintain 0%	Baseline: -20.6 DFS Goal: -16 DFS or above -	Baseline: -80.2 DFS Goal: At or above -75 DFS

Socioeconomically Disadvantaged	Baseline: 33.6% Goal: 10% or less	Baseline: 3.5% Goal: At or below 1%	Baseline: 0% Goal: Maintain 0%	Baseline: -26.5DFS Goal: -20 DFS or above	Baseline: -81.4 Goal: -76 DFS or above
Students with Disabilities	Baseline: 35.3% Goal: 10% or less	Baseline: 6.7% Goal: At or below 1%	Baseline: 0% Goal: Maintain 0%	Baseline: -65.6 DFS Goal: -60 DFS or above	Baseline: -150.8 DFS Goal: -145 DFS or above
White	Baseline: 34.8% Goal: 10% or less	Baseline: 2.3% Goal: At or below 1%	Baseline: 0% Goal: Maintain 0%	Baseline: -16.5 DFS Goal: -13 DFS or above	Baseline: -68.2 DFS Goal: -63 DFS or above

Annual Actions Aligned to Measurable Pupil Outcomes

Golden Valley River School ("GVRS") implements a coherent set of annual actions designed to directly support the measurable pupil outcomes described in this section and aligned to state priorities and the school's adopted Local Control and Accountability Plan (LCAP). These actions are implemented schoolwide and are monitored for effectiveness for all pupils and each numerically significant student subgroup, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, and Homeless Youth.

GVRS prioritizes the consistent implementation of standards-aligned, developmentally appropriate instruction across all grade levels. Teachers deliver Waldorf-inspired curriculum aligned to California State Standards in English language arts, mathematics, science, and social studies. Curriculum pacing, instructional practices, and student work are reviewed regularly to ensure alignment to standards and continuous improvement in student performance, as measured by state and local assessments.

To ensure that all students make academic progress, GVRS implements a tiered system of academic support. Universal screening and benchmark assessments are used to identify students in need of additional support, and targeted Tier 2 and Tier 3 interventions are provided in literacy and mathematics. Student progress is monitored at regular intervals, and interventions are adjusted based on data review cycles. These actions are designed to increase student growth on local benchmark assessments and improve performance on statewide assessments, including CAASPP and CAST.

English Learners receive both designated and integrated English Language Development (ELD) instruction aligned to the California ELD Standards. Instructional strategies are designed to support language acquisition while providing access to grade-level content. Progress for English Learners is monitored through ELPAC results, classroom-based assessments, and reclassification data to ensure consistent progress toward English proficiency and academic achievement.

Students with disabilities receive inclusive, standards-aligned instruction and services consistent with their Individualized Education Programs (IEPs). GVRS emphasizes collaboration between general education and special education staff to ensure appropriate accommodations, modifications, and instructional supports are implemented. Progress toward IEP goals is reviewed regularly, and service delivery is adjusted as needed to support academic growth and equitable outcomes.

Professional development is a core annual action supporting measurable pupil outcomes. Teachers and staff participate in ongoing training focused on instructional quality, assessment literacy, differentiated instruction, English Learner supports, and inclusive practices. Professional development is aligned to identified student needs and is evaluated based on its impact on instructional practice and student outcomes.

GVRS employs regular data analysis cycles to support continuous improvement. Student performance data are reviewed multiple times throughout the year and disaggregated by student subgroup to identify trends and areas for growth. Findings from data reviews inform instructional planning, intervention design, and professional development priorities. This continuous improvement process ensures that annual actions remain responsive to student needs and aligned to the school's measurable pupil outcomes.

Benchmark Skills and Classroom-Level Skill Development

The school will establish and maintain a coherent set of benchmark skills and classroom-level learning expectations to ensure that pupil progress is measurable, transparent, and aligned to state standards while remaining developmentally appropriate.

The school affirms that student learning will be guided by clearly articulated benchmark skills at key grade spans and specific classroom-level skills within each grade level and subject area.

Benchmark skills will describe expected competencies in core academic and developmental domains, including literacy, mathematics, social-emotional development, and executive functioning. These benchmarks will be aligned to California state standards and inform instructional planning, assessment, and progress monitoring.

At the classroom level, teachers will develop and implement grade-specific skill progressions that break benchmark skills into observable, measurable learning targets. Classroom-level skills will:

- Reflect sequential skill development across the school year
- Be embedded in lesson planning and instructional practice
- Be responsive to individual student needs and learning profiles

Teachers will use benchmark skills and classroom-level skills to:

- Design instruction and learning experiences aligned to expected outcomes
- Monitor student progress using formative assessments, work samples, performance tasks, and observations
- Adjust instruction and provide targeted supports or interventions as needed

Progress toward benchmark skills will be reviewed regularly through collaborative teacher planning, student work analysis, and periodic assessments. Results will inform instructional decisions and support continuous improvement.

Benchmark and classroom-level skills will be used to ensure equitable access to learning for all students, including students with disabilities, English learners, and other student subgroups. Expectations and supports will be differentiated as appropriate while maintaining high standards for student growth and achievement.

School Outcome Goals

GVRS's overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. GVRS also aims to cultivate non-academic skills in its students, as described below.

Fiscally Sound Business and Management Structure

GVRS's business management structure is paramount to the success of the Charter School. At GVRS, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. GVRS's expert staff, overseen by the Finance Committee of the GVCS Board of Trustees, provides professional financial management for GVRS. Golden Valley Charter School's finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical partners in a student's helping their children succeed. The partnership between parents, students and teachers forms the necessary foundation for GVRS and for all students to succeed. GVRS regularly provides families with opportunities for meaningful involvement and feedback. We work to ensure families understand how to engage in these opportunities and that their voice and partnership are critically important. Examples include responding to surveys, participating in and leading the GVRS Parent Circle, engaging with school leadership through Coffee with the Principal, participating in the Community Advisory Committee, engaging in parent-teacher conferences, and both planning and participating in social and cultural events at the school. There are also regular opportunities for parents and community members to celebrate the identities, stories, and accomplishments of GVRS students, including student performances, cultural celebrations, and community events such as the May Day Festival. Please see Element 4 for additional details on engaging families and the broader community at GVRS.

Sample Family Engagement Opportunities at GVRS

Mechanism for Engagement	Description	Frequency
Parent Circle	One way we encourage families to be involved is through our Parent	10 times/year

	Circle. This is led by and works with staff members to support our school community, including our students, families, and staff.	
Community Advisory Committee	CAC is an opportunity for parents to discuss support for students with disabilities.	3+ time/year
Festival Committee	Festival Committee is an opportunity for parents to plan.	10-12 times/year
K.I.D. Committee	The K.I.D. Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community	10 times/year
Parent Enrichment Opportunities	Families have opportunities to engage with the school community and learn about topics related to public Waldorf education.	3 times/year
Meetings with School Leadership • Coffee with the Principal	Families have the opportunity to speak directly to the School Leader over coffee in the morning.	3-4 times/year
Social & Cultural Events • Class Parent Meetings • 8th Grade Promotion • Fly Away Ceremony • 8th Grade Project Presentations • Winter Gathering • Lantern Walk • Festival of Light • May Day Festival • Grandparent's Day • Class Plays • Ruby Bridges Walk to School Day • Eagle Chase • Rose Ceremony	Events such as these allow our students to share parts of who they are and what they are passionate about. These events build a strong culture of community within GVRS.	Varies

Community Impact

In addition, GVRS aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. The ultimate goal of GVRS is to have a catalytic impact on the way education is implemented.

Golden Valley River Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of GVRS's annual goals, actions, measurable student outcomes, and methods of measurement, both school-wide and for numerically significant subgroups in and aligned with the state priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. Attached, as Appendix __, is the most recent LCAP, which is also on file with the District. The Charter School shall update and develop the LCAP annually in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GVRS shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 3: Method of Measuring Pupil Outcomes

Governing Law: "The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

– California Education Code § 47605(c)(5)(C).

GVRS shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools in accordance with Education Code Section 47605(d)(1). The Charter School will administer all applicable state-mandated assessments including, but not limited to, the California Assessment of Student Performance and Progress ("CAASPP") assessment system using Smarter Balanced Assessment Consortium ("SBAC"), California Science Test ("CAST"), California Alternate Assessments ("CAAs"), the Physical Fitness Test ("PFT") and the ELPAC. GVRS will comply with applicable federal assessment and accountability requirements of the Every Student Succeeds Act.

Theory of Action on Assessments

In order to remain consistent with our vision, our authentic assessment strategies will reflect GVRS'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

GVRS will base performance assessments on the Waldorf/Common Core State Standards developed by the Alliance for Public Waldorf Education. These standards were designed to align Waldorf methods curricula with Common Core Standards over the ten-year period of transitional kindergarten through eighth grade. We chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with the Common Core State Standards.

GVRS will support teachers in providing instruction that develops student mastery of grade-level content standards. GVRS believes that high-quality instruction should yield high levels of learning and performance on multiple forms of assessments. Further, ongoing monitoring of student performance on assessments informs educators on progress toward grade-level mastery. Through strengthening our data practice:

- Teachers can adjust instruction to meet student needs and design instruction to achieve measurable pupil outcomes.

- Students can monitor and reflect upon their progress toward learning targets.
- Families can understand their child's needs and how to support growth at home.

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.

Outcomes Aligned to the State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), a table describing GVRS's outcomes that align with the state priorities and the goals and actions to achieve the state priorities, as identified in Element #1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by GVRS at the school site and submitted to the district and appropriate agencies.

GVRS students who have attended GVRS through the completion of eighth grade will have received a curriculum and instructional program aligned to the Common Core State Standards and meet statewide performance standards as measured by the California Assessment of Student Performance and Progress (CAASPP) statewide assessment in accordance with Education Code Section 47605(c) and ESSA.

In order to serve our students and community, GVRS will examine and refine its list of student outcomes over time in order to adhere to the mission and to reflect any applicable changes to state or federal law. Changes will be included in the school's annual Local Control Accountability Plan (LCAP), which will be submitted to San Juan Unified School District annually. If deemed necessary, any material changes will be incorporated as an amendment to the charter and presented to the SJUSD Board for approval.

Multiple Measures/Assessments Selected

GVRS's formal assessment system is designed to ensure all students make adequate and consistent progress toward measurable pupil outcomes and that teachers at GVRS 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.

State Standardized Tests:

- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Mathematics
- California Science Test (CAST)

Benchmark Assessments:

- Fastbridge screening assessments for English Language Arts and Mathematics

English Language Proficiency:

- English Language Proficiency Assessments for California (ELPAC)

Local Assessments:

- Curriculum-based assessments
- Teacher-created tests and quizzes

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
Physical Fitness Test	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	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	Fall & Spring Semester
Student Portraits	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
8th Grade Student Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. Each eighth-grade student will select a subject of interest for in-depth independent study. 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

GVRS affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element #2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

USE AND REPORTING OF DATA

GVRS will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of Local Control Accountability Plan (LCAP).

GVRS shall also collect and analyze student performance data each year and utilize the data in the annual school reporting and site visitation process with SJUSD to monitor and improve the Charter School's educational program. Future plans for academic improvement will be created and implemented based on student performance data.

Because our program is developmentally based, GVRS will base grade-level promotion on student age and developmental readiness. Additional support will be given where needed to help students strengthen academic skills to meet grade-level standards. Eighth grade learning will culminate in the requirement that students complete an eighth-grade project focusing on a specialized area of interest, giving oral and written reports and an artistic presentation describing the project.

Staff will receive data on student achievement during regularly scheduled staff meetings and will use this data to help monitor and improve the Charter School's educational program.

Parents and guardians will receive data on student achievement three times per year on student report cards in addition to the end-of-year narrative report. Parent-teacher conferences will be held two times per year to communicate student achievement data and information. Additional correspondence will be provided when necessary. GVRS will compile and provide to the District Board of Education an annual performance report per District requirements.

GVRS adheres to all mandated reporting guidelines about ELs. Parents of English Learners receive mandated communications on reclassification through annual ELPAC testing results. In accordance with IDEA, GVRS will comply with all state and federal laws regarding reporting requirements for children with IEPs. Parents of students with IEPs receive reports according to the plan specified in each IEP. All students with disabilities are entitled to the reports and assessment data described in this section, which are provided to all students.

ELEMENT 4: Governance Structure

Governing Law: "The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."

– California Education Code § 47605(b)(5)(D)

Legal Status and Governing Authority

Golden Valley Charter Schools for Educational Renewal ("GVCS") is a California nonprofit public benefit corporation recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code. Golden Valley River School ("GVRS" or "Charter School") is a public charter school operated by GVCS.

The GVCS Board of Trustees is the governing body of GVRS and retains ultimate legal and fiduciary responsibility for the operation of the Charter School. The Board exercises governance authority in accordance with applicable law, the Charter, GVCS Articles of Incorporation and Bylaws, and Board-adopted policies.

The GVCS Board retains authority over governance-level matters including, but not limited to:

- adoption and amendment of policies;
- approval and oversight of the annual budget and financial reports;
- approval of material contracts and expenditures as required by Board policy;
- review and acceptance of independent audits;
- oversight of fiscal solvency and internal controls;
- employment, supervision, and evaluation of the Executive Director;
- oversight of charter compliance and academic performance;
- approval of material changes to the educational or operational program when required;
- approval of facilities leases, significant capital expenditures, and other major commitments; and
- all other authority reserved to the governing body by applicable law, the Charter, or GVCS governing documents.

GVRS is not a corporation or legal entity separate from GVCS. Rather, GVRS is a public charter school operated through GVCS. GVRS maintains separate school-level academic, operational, fiscal, and accountability records to the extent required by law, the Charter, the authorizing district, and applicable reporting requirements.

GVCS maintains school-level accounting records for GVRS sufficient to separately identify the Charter School's revenues, expenditures, assets, liabilities, fund balances/net assets, restricted resources, and other financial activity, notwithstanding GVCS's use of centralized treasury, payroll, or other administrative functions.

GVCS and GVRS shall not operate as, or be operated by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization.

The GVRS Principal is responsible for the day-to-day administration of GVRS pursuant to authority delegated through the GVCS governance structure. The Principal's authority is exercised subject to applicable law, Board policy, the approved annual budget, the terms of this Charter, and oversight by the Executive Director and GVCS Board.

GVCS shall maintain its Articles of Incorporation, Bylaws, governance policies, and other corporate documents consistent with this Charter and applicable law. Current governing documents are included in the appendices to this Charter.

Governing Board Composition and Qualifications

The GVCS Board of Trustees consists of individuals with collective expertise in education, finance, nonprofit governance, legal compliance, and organizational leadership. Board member names, terms, qualifications, and selection procedures are included in the bylaws and are available to the authorizing district.

Board members are selected through a transparent process outlined in the bylaws and serve staggered terms to ensure continuity and institutional knowledge.

The GVCS Board of Trustees serves as the governing body for GVRS. Board members exercise their responsibilities on behalf of GVCS and the Charter School and owe their fiduciary obligations to the nonprofit public benefit corporation and the public educational programs it operates. Board composition, terms, selection procedures, removal procedures, and current Board member qualifications are set forth in the GVCS Bylaws and accompanying governance materials.

Board Member	Position	Duration on Board	Qualifications & Experience
Katie Gerski-Keller	Chair	2022-present	• Masters in Special education, • 15+ year dual teaching credentials (SS, MS- Mod to Severe) in variety of educational settings- NPS, SDC at district level, and County Juvenile justice program. • Administrator certification • Trauma information practices • UDL • PBIS Tier I, II, and III intervention strategies • CSEC • Teacher Advocate for Special education student programs (ED, ASD, and At-Promise youth)

			highlights to school board members in various districts. • Museum of Tolerance " Tools for Tolerance" workshop • GVCS parent
Meredith Willsen	Vice Chair		• Former Waldorf student • Parent of two GVCS students • Lawyer specializing in healthcare law
Ekaterina Khmelniker	Trustee	2021-present	• Extensive experience in project management, financial oversight, regulatory compliance, and community engagement through her work with the California State Lottery and global consumer-goods companies. • Holds an MBA and a Project Management Professional (PMP) certification. • As a longtime GVCS parent and Board trustee, she contributes institutional knowledge, a strong connection to the school community, and experience in budget review, strategic planning, and governance oversight
Jessica Crew	Trustee	2025-present	• Licensed real estate broker • Organizational leadership experience, including developing regulatory compliance procedures • As a parent in the GVCS community, she also brings firsthand knowledge of the Waldorf pedagogical model and family engagement
James Stark	Trustee	2025-present	• Fiscal oversight experience managing large capital portfolios and multimillion-dollar operational budgets.

			• Strong background in risk and controls, compliance audits, and regulatory adherence. • Policy and procedure author with expertise in operational governance and documentation. • Director-level leader supporting complex, cross-functional organizations. • Former GVCS parent and active volunteer in public and charter education communities.

Collectively, the GVCS Board of Trustees maintains experience and expertise relevant to public charter school governance, including education, fiscal oversight, nonprofit governance, organizational leadership, community engagement, and legal and regulatory compliance. Individual Trustee qualifications and terms are identified above and further governed by the GVCS Bylaws included in Appendix C.

Roles, Responsibilities, and Lines of Authority

GVCS Board of Trustees

The GVCS Board of Trustees retains authority over all governance-level decisions, including but not limited to:

- Adoption of schoolwide policies and procedures
- Approval and oversight of the annual budget and interim financial reports
- Approval of independent audits and corrective action plans
- Employment, supervision, and evaluation of the Executive Director
- Oversight of charter compliance, academic performance, and fiscal solvency

The Board acts in a policy-setting and oversight capacity and does not engage in the day-to-day operations of the school.

School Leadership and Administration

The GVCS Board delegates administrative authority to the Executive Director, who is responsible for implementing Board policy, supervising organizational operations, ensuring charter and legal compliance, and supervising the GVRS Principal.

The GVRS Principal is responsible for the day-to-day administration of the Charter School. Within the authority delegated by the Executive Director and Board, the Principal's responsibilities include:

- implementation of the educational program and curriculum;
- daily site operations;
- supervision and evaluation of site employees;

- recommendations concerning hiring, assignment, discipline, and termination of site employees;
- student services, school culture, safety, and discipline;
- implementation of the approved site budget;
- family engagement and community partnerships;
- implementation of academic intervention and student-support systems; and
- other duties assigned by the Executive Director or Board.

School leadership develops recommendations concerning staffing, budgeting, instructional programming, and site operations. Matters requiring governing-board action shall be presented to the GVCS Board for approval.

Authority exercised by the Executive Director, Principal, employees, or committees is delegated authority and does not diminish the ultimate governance and fiduciary responsibility of the GVCS Board.

Faculty Council

All full-time faculty members will participate in the GVRS Faculty Council governed by their own internal procedures. The Faculty Council will meet on a weekly basis to discuss the life of GVRS and community. In addition to their primary role as classroom teachers, the faculty ensures the quality of programs and maintains the highest possible standards in the conduct of GVRS's activities. The Faculty Council will elect a representative to act as an advisor to the Board of Trustees concerning curriculum, policy, and program issues.

The Faculty Council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.
- Implement the curriculum and participate in the life of GVRS, including festivals and celebrations.
- Implement appropriate teaching strategies, student interventions, and assessment tools to ensure that GVRS students achieve their full potential.
- Participate in school committees, IEP activities, and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on the Board of Trustees in an advisory capacity and on other school subcommittees, such as the Hiring Committee, Strategic Planning, Budget Committee, and Festival Committee.
- Select Faculty Delegate(s) to assist in the administration of the educational program.

Unless the GVCS Board of Trustees expressly delegates specific authority consistent with applicable law and Board policy, the Faculty Council, Parent Circle, standing committees, ad hoc committees, and other school advisory bodies serve in an advisory capacity. These bodies may provide recommendations, participate in planning, and assist with implementation, but they do not independently exercise authority reserved to the GVCS Board of Trustees or administrative authority delegated to the Executive Director or GVRS Principal.

GVCS and GVRS Advisory and Administrative Committees

Finance

The Finance Committee shall serve as an advisory committee to the GVCS Board concerning the development, review, and monitoring of GVRS's annual operating budget and other fiscal matters. GVRS school leadership and GVCS business personnel shall develop budget recommendations and financial information for review by the Finance Committee and GVCS Board. Final approval of the annual budget, material revisions, and other matters requiring governing-board approval remains with the GVCS Board. The Finance Committee typically consists of the Business Manager, community members who have a finance background, and a Board of Trustees member. The Finance Committee shall serve as an advisory group to the Board on fiscal matters.

Hiring

The Hiring Committee shall be convened as needed to assist school leadership with recruitment and selection activities. The committee may review applications, participate in interviews and demonstration lessons, and make recommendations regarding candidates. Hiring decisions shall be made pursuant to the authority delegated by the GVCS Board to the Executive Director and other designated administrators and in accordance with applicable personnel policies.

The GVRS Principal shall have substantial involvement in the selection of site-based personnel. Nothing in the role of the Hiring Committee transfers the GVCS Board's ultimate authority as governing body or GVCS's responsibilities as employer.

Other Committees

Other ad-hoc committees shall be established by the Executive Director and/or Board of Trustees as needed.

Relationship Between GVRS and GVCS

GVRS is operated by GVCS, the California nonprofit public benefit corporation whose Board of Trustees serves as the governing body of the Charter School. GVCS provides the corporate, governance, fiscal, personnel, compliance, and administrative framework through which GVRS operates.

Within that framework, GVRS maintains meaningful site-level authority to implement its distinctive Public Waldorf educational program and conduct daily school operations.

GVCS provides centralized and shared services that include, but are not limited to:

- governance and corporate administration;
- fiscal management, accounting, and financial reporting;
- payroll and human resources administration;
- credential monitoring;
- special education coordination;
- charter compliance and governmental reporting;
- legal and risk-management support;

- insurance administration;
- facilities administration;
- technology and operational support; and
- coordination with the authorizing district and other governmental agencies.

Delegated Site-Level Authority

Within Board-adopted policies, the approved annual budget, and the authority delegated by the Executive Director and GVCS Board, GVRS leadership is responsible for:

- implementation of the instructional program;
- curriculum and instructional practices;
- school culture;
- student services and discipline;
- day-to-day site administration;
- development of site-level staffing recommendations;
- supervision and evaluation of employees assigned to GVRS;
- development of site-level budget priorities;
- management of approved discretionary expenditures; and
- family and community engagement.

The purpose of this delegated authority is to permit GVRS leadership to implement the educational program effectively while maintaining appropriate fiscal, corporate, legal, and governance controls.

Fiscal Authority

GVRS leadership develops site-level budget priorities and programmatic expenditure recommendations. GVCS business personnel provide accounting, financial reporting, payroll, cash management, compliance, and other fiscal administration.

The annual GVRS budget is reviewed and approved by the GVCS Board. Following approval, GVRS leadership may administer expenditures within the approved budget and within purchasing and contracting authority delegated by Board policy.

The GVCS Board retains ultimate fiduciary responsibility for GVRS finances and monitors the Charter School's fiscal condition through regular financial reports, internal controls, independent audits, and other oversight mechanisms.

Personnel Authority

GVCS serves as the employer of personnel assigned to GVRS. GVRS school leadership leads or participates substantially in the recruitment, selection, supervision, and evaluation of site-based employees.

The Principal may recommend hiring, assignment, corrective action, discipline, and termination consistent with GVCS personnel policies and delegated authority. Final personnel actions shall be taken by the Executive Director, Board, or other authorized administrator as provided by Board policy and applicable law.

GVCS Human Resources provides centralized personnel administration, including payroll, benefits, credential monitoring, personnel records, background-clearance administration, leaves, employment compliance, and other employer functions.

Compliance and Reporting

GVCS, acting through its Board, Executive Director, administrative personnel, and GVRS leadership, shall ensure timely compliance with all reporting and accountability requirements applicable to the Charter School.

GVCS shall maintain internal calendars and monitoring procedures to ensure timely submission of required reports, certifications, financial information, student data, and responses to requests from the authorizing district and other governmental agencies.

Board Committees and Training

The GVCS Board may establish standing or ad hoc committees, including a Finance Committee and Governance Committee, to support effective oversight.

Board members participate in ongoing professional development, which may include training in:

- GVRS law and governance best practices
- Fiscal oversight and public school finance
- Brown Act compliance
- Charter law
- Equity, access, and inclusive governance
- Ethics (every two years)

Training ensures that Board members are equipped to fulfill their fiduciary and oversight responsibilities effectively.

Parent and Community Input

Parents, guardians, and community members are provided meaningful opportunities to participate in school governance and decision-making through:

- Advisory committees
- The LCAP development and review process
- Public comment at Board meetings
- School-based leadership and parent councils

Participation in governance activities is voluntary and is not a condition of enrollment or continued attendance at GVRS.

Internal Controls and Conflict-of-Interest Safeguards

GVCS maintains written policies and internal controls designed to prevent fraud, embezzlement, and conflicts of interest. These include:

- Adoption of a conflict-of-interest policy consistent with state law
- Annual disclosure statements for Board members and key staff
- Segregation of fiscal duties
- Regular financial reporting and oversight

These controls are reviewed annually and updated as needed to ensure accountability and transparency. The Fiscal Policies & Procedures can be found in Appendix L and the Governance Policies in Appendix D.

Relationship With the Authorizing District

GVCS, acting through its Board of Trustees and administration on behalf of GVRS, acknowledges the oversight responsibilities of the San Juan Unified School District ("SJUSD" or "District") and is committed to maintaining a collaborative, transparent, and accountable relationship with the District.

GVCS and GVRS shall cooperate with all lawful oversight activities, including reporting, fiscal monitoring, annual reviews, site visits, requests for information, charter renewal activities, and other monitoring required by applicable law, this Charter, or the Memorandum of Understanding between GVCS/GVRS and the District.

The Executive Director, in coordination with the GVRS Principal and other designated personnel, shall be responsible for ensuring that requested information and required reports are provided accurately and within applicable timelines.

Organizational Chart

An organizational chart is included in Appendix F.

ELEMENT 5: Employee Qualifications

Governing Law: "The qualifications to be met by individuals to be employed by the school."

– California Education Code § 47605(b)(5)(E)

Overview

GVCS is committed to hiring staff members who support the GVCS educational philosophy and vision. GVCS faculty will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Faculty will also have or pursue training in curriculum inspired by Waldorf education and receive on-the-job mentoring by a Waldorf Curriculum Specialist.

In addition, staff should display a passion for lifelong learning, strive for excellence in their chosen field, and be flexible and innovative. The Board of Trustees shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Appropriate certifications as required for a specific position.
- Willingness to continue education through additional courses and training in Waldorf education, workshops, seminars and staff development.
- Willingness to commit time, energy, and effort in developing GVRS's program.
- Belief in the basic philosophy of emphasizing a curriculum inspired by Waldorf education.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Awareness of the social, emotional, and academic needs of students.
- Ability to plan cooperatively with other staff.

GVCS is an equal employment opportunity employer. GVCS will not discriminate against any employee on the basis of actual or perceived disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. GVCS will adhere to state laws regarding fingerprinting, drug testing, and the Charter School's policies pertaining to the safety and health of all employees and students. All employees of GVCS will be required to have a criminal record summary on file as described in Education Code section 44237. An employee will not be permitted to begin work until the Department of Justice (DOJ) has cleared that individual.

All employees must furnish or be able to provide:

- Medical clearance includes proof of medical exam and tuberculosis (TB) testing.
- Proof of fingerprinting and criminal record check from the Department of Justice.
- Full disclosure statement regarding prior criminal record, if any.
- Legal status to be employed by GVCS.

Employment Relationship

GVCS is the employer of personnel assigned to GVRS. The GVRS Principal supervises and evaluates site-based employees pursuant to authority delegated by the Executive Director and GVCS Board. Human Resources, payroll, benefits, credential monitoring, personnel records, and other employer functions are administered centrally by GVCS.

Employment decisions are made in accordance with GVCS personnel policies, applicable law, and the allocation of authority established by the Board.

Faculty

Qualifications

GVCS shall retain and employ faculty who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. GVCS adheres to the legal requirements of Education Code Sections 47605(l) and 47605.4(a) and shall ensure that GVCS teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in GVCS's operational policies. The School Leader, together with the Human Resources team at GVCS, will monitor the credentials and ensure all teachers hold their required certification(s). GVCS may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment.

GVCS will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GVRS will be a school of choice, and no employee will be required to be employed. GVCS will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the Education Code as well as all federal and state laws for background checks.

When interviewing teachers, GVCS shall also consider the following: Waldorf training and teaching experience; understanding of the developmental model of the child; the ability/willingness to integrate art, music, movement/dance, and/or drama to help enliven academics for improved student learning; advanced degrees; Spanish/bilingual capabilities; public school teaching experience; and the ability to

meet the needs of special education students mainstreamed into the classroom. We will examine the applicant's educational philosophy, methods for classroom management, and her/his ability to communicate and work effectively with children, parents, and colleagues.

GVCS will comply with applicable state and federal laws regarding background checks and clearance of all personnel. GVCS will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

The most important qualifications for GVCS teachers are:

- Familiarity with or willingness to be trained in GVCS's Waldorf education, instructional methodology, and developmental model of the child, as well as procedural compliance.
- Demonstrable effectiveness in teaching.
- Commitment to students and their success in learning.
- Ability to accept parents as vital partners in the learning process.
- Willingness to accept responsibility and accountability for instruction and student success.
- Ability and willingness to work cooperatively with colleagues, the Principal, and staff.
- Commitment to the philosophy and mission of GVCS.

Teachers hired without Waldorf training or background will participate in ongoing training in Waldorf education.

Teachers will be evaluated annually to measure their performance based on contractual expectations. The evaluation process spans the academic year, starting with evaluation criteria established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. To improve student learning and teacher retention, teachers in their first year at GVCS may be evaluated in both fall and spring. The fall evaluation is designed to identify areas where the Charter School can help new teachers succeed and thrive by providing them with additional support and mentoring.

A class teacher shall be hired as the primary teacher for each class. These teachers shall teach the core academic subjects of mathematics, language arts, science, and history/social studies/geography. They will be responsible for overseeing the students' academic progress and monitoring assessment. Additional desired qualifications and training will be determined by the GVCS Board of Trustees with recommendation by GVRS Principal and faculty.

The class teachers for grades 1-8 may be supplemented by additional staff to lead specialty classes and activities on a limited basis. Every instructional minute of the day will be taught by a teacher with the appropriate credential. Classes may also be supplemented by utilizing a docent model with visiting experts who work with students under the direction and supervision of the credentialed teacher. Specialists/instructional support staff will demonstrate appropriate subject matter expertise and the capacity to work successfully in the classroom environment. Our subject specialists may teach a variety of subjects, including, but not limited to, foreign languages, music, handwork, woodworking, games, gardening, and orchestra or strings.

GVCS will provide the following information regarding teacher qualifications to parents: 1) notice at the start of each school year that parents are entitled to request specific information about the qualifications of their child's teacher, and 2) notification that a particular child has been assigned to or taught by a teacher who has not met the Highly Qualified standards for four or more consecutive weeks.

GVCS may hire ESSA-qualified instructional aides to support the core curriculum staff in both regular and special education. The aides will only assign student work with the approval of a teacher.

Teacher Support & Professional Development

GVCS recognizes that teachers provide the heart of our Charter School program, helping students achieve their potential academically, socially/emotionally, and in terms of physical ability (fine and gross motor skills). Teacher success is the basis for successful student learning. GVCS intends to support our teachers through increasingly competitive compensation packages, generous preparation time, opportunities for peer connection and support, and a strong mentoring and professional development program. Specific areas of teacher support are listed below; these may be expanded or modified based on teacher and administrative feedback regarding their effectiveness.

GVCS's Professional Development Program includes:

- On-site teacher mentoring by one or more Waldorf curriculum specialists.
- Meaningful pre-service and in-service training by specialists regarding such topics as Special Education, state standards, and teaching the Waldorf curriculum. Topics are selected in part based on teacher input.
- Professional Development based on Common Core State Standards.
- Participation in Teacher Induction programs approved by the California Commission on Teacher Credentialing, as appropriate.
- Weekly pedagogical meetings with opportunities for teachers to share successful teaching strategies, along with classroom successes and challenges.
- Attendance at the annual Waldorf Public Educators conference.
- Attendance at annual one-week summer courses teaching grade-specific Waldorf curriculum, such as "The Art of Teaching First Grade."
- Each teacher will develop a professional development plan, which will include a plan for earning a Waldorf Teaching Certificate.

GVCS also provides:

- Minimum days every Thursday to provide teachers time to attend weekly faculty meetings during the school day, rather than in the late afternoon or evening.
- A generous schedule for teachers providing five to eight Teacher Preparation Periods per week.
- Periodic faculty and staff appreciation lunches hosted by GVCS parents.
- A Waldorf Kindergarten Specialist who supports the credentialed kindergarten teacher, or both a credentialed teacher and an assistant in each of our kindergartens.
- Instructional assistants who support our class teachers in first, second, and third grades during the academic core portion (four hours) of the school day

- Opportunities for teachers to have meaningful involvement in curriculum decisions and Charter School governance.

GVCS's future plans to support teachers include:

- Continually improving and fine-tuning our mentoring and curriculum support inspired by Waldorf education so that teachers feel highly supported in their day-to-day work in the classrooms.
- Surveying teachers annually to identify areas where they feel the need for additional support.
- Annually monitoring compensation and benefits.

Adult-to-Student Ratio and Class Size

GVRS shall maintain staffing levels sufficient to implement the educational program described in this Charter and meet the needs of enrolled students. The school anticipates maintaining an average classroom adult-to-student ratio of approximately 1:15 in grades 1–3 and 1:30 in grades 4-8. Transitional Kindergarten and Kindergarten will maintain the adult-to-student staffing model described in Element 1, currently approximately 1:10. Paraprofessionals support classroom teachers in TK-3 grades and help to maintain adult to student ratios.

Actual class size and staffing may vary by grade level based on enrollment, student needs, special education requirements, instructional programming, facility capacity, budget availability, and applicable law. GVRS will monitor class size and staffing annually as part of its budget and program-planning process.

Administrative Staff

Executive Director

GVCS will retain or employ an Executive Director who holds a master's degree and/or School Administrator's Credential and/or has experience administering a school or related management/administration experience. The Executive Director will be evaluated by the Board of Trustees annually. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring.

Business Manager

GVCS will contract with an outside charter business service provider who can give independent budget advice to the Board. The charter business service provider will serve as a business manager of the non-profit and will submit regular budgets and projections to the Executive Director.

School Principal

GVCS will retain or employ a Principal who holds a Master's Degree or School Administrator Credential and/or has experience administering a school or related management/administration experience. The Principal will be evaluated annually by the Executive Director. The evaluation process spans the

academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring.

Classified Staff

Classified employees will be hired based on relevant education, training, and experience in their fields. GVCS will retain or employ administrative staff to assist in managing the office environment as the need arises. The following qualifications will be considered in recruiting administrative staff: high level of organizational skills, experience working in an office environment, experience with office systems and office skills, the ability to work well under pressure, the ability to work well with children and families, support of the curriculum and philosophy of the Charter School, and the possession of an appropriate license/certificate/degree when required.

In addition, GVCS may have staff members who do not have instructional or administrative duties (e.g., site maintenance personnel). Such staff will be employed by the Executive Director as school needs arise. Staff employed in this capacity will have demonstrated the ability to perform the required duties and will hold any required state and local licenses as may be warranted.

Staff Recruitment Process

- When a staff opening occurs, GVCS conducts a wide search for qualified candidates. Depending on job title, openings will be posted through social media, job boards, and listed on recruiting websites.
- Candidates are required to submit an application packet that includes a letter of introduction and intent, a resume and references. Candidates who pass the paper screening are invited to participate in a screening interview with Human Resources Manager and another employee. Candidates who pass the screening interview are invited to interview with the Hiring Committee and are asked to complete an application. Teacher candidates who pass the Hiring Committee interview are invited to perform a demonstration lesson and their references are checked. Successful candidates are offered a position based upon approval of the Executive Director.

Compensation & Benefits

GVCS's goal is to continually monitor our compensation and benefits package, in accordance with our budget, to provide an increasingly competitive package for employees.

Compensation and benefits will be determined by the Board of Trustees, within the bounds of responsible fiscal management, and as an essential piece of managing the overall budget of the Charter School to provide a quality Waldorf educational program for our students. Budget recommendations will be developed by the Finance Committee, consisting of two members of the Board of Trustees and the Executive Director. Budget maintenance is regularly discussed with the school principals, Executive Director, and contracted charter business service provider.

ELEMENT 6: Health and Safety Procedures

Governing Law: "The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

– California Education Code § 47605(c)(5)(F)

In order to provide safety for all students and staff, GVRS shall adopt and implement full health and safety procedures and risk management policies at our school site in consultation with the Charter School's insurance carriers and risk management experts. The following summarizes GVCS health and safety policies and procedures applicable to GVRS.

Procedures for Background Checks

GVCS employees assigned to GVRS, and contractors or other personnel providing services at GVRS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237, 44830.1, and 45125.1. New employees not possessing a valid California Teaching Credential must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resource Manager will monitor compliance of the staff and alert the Executive Director of any irregularities. Volunteers who will have contact with students shall be fingerprinted and must receive background clearance prior to volunteering. GVCS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. The school will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Tuberculosis Screening

GVRS shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. GVRS shall maintain TB clearance records and certifications on file.

Mandated Child Abuse Reporters

All staff are mandated child abuse reporters and follow all applicable reporting laws. GVRS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All enrolled students and school staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

GVRS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision and Hearing Screenings

Students will be screened for vision and hearing. GVRS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by GVRS. We shall subcontract with a School Nurse to provide these services annually.

Diabetes

GVRS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Drug Free/Alcohol Free/Smoke Free Environment

GVRS shall function as a drug, alcohol, and tobacco free workplace. Students may not have or consume any controlled or dangerous substances including, but not limited to, tobacco, alcohol, illegal drugs, or prescriptive medications. All medications must be prescribed by a licensed health care provider and monitored/administered by a GVRS staff member – and only after a signed release with instructions has been submitted to GVRS by the parent.

Suicide Prevention Policy

GVRS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. GVRS shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license.

Menstrual Products

GVRS shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. GVRS shall post a notice regarding the requirements of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, GVRS shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. GVRS shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

GVRS shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. GVRS shall provide each student with adequate time to eat as determined by GVRS in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if GVRS provides recess, to the extent required by Education Code Section 49056, GVRS shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. GVRS shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

GVRS will teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If GVRS offers one or more courses in health education to students in middle school, GVRS shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

GVRS shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Site Safety Plan

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

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

The current Site Safety Plan can be accessed in Appendix E.

Bloodborne Pathogens

GVRS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Trustees shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

GVRS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. GVRS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. GVRS shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

GVRS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GVCS has developed a comprehensive policy to prevent and immediately address any concerns about discrimination or harassment at GVRS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GVRS's anti-discrimination and harassment policy, which is outlined in detail in the GVCS Staff Handbook (Appendix G). A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

GVRS shall maintain procedures for preventing acts of bullying, including cyberbullying. GVRS shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, GVRS shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

GVRS shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Athletic Programs

GVRS shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at GVRSs, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event GVRS participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, GVRS's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event GVRS participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, GVRS shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT 7: Student Population Reflects Diversity of Community Where the School Resides

Governing Law: "The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."

– California Education Code § 47605(b)(5)(G)

GVRS will implement a student recruitment strategy that has been successful at GVCS in achieving a level of racial and ethnic diversity that is similar to that of the local community. Specifically, we will use strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of SJUSD, or, since SJUSD covers a large territory with 40,000+ students, with areas varying widely in racial and ethnic balance, of the population attending local SJUSD schools in the area where GVRS is located. This strategy will include, but not necessarily be limited to:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials, such as fliers, a website page, advertising in parent magazines and online, and/or school brochures that appeal to the various racial and ethnic groups represented in SJUSD, focusing on those in the community where GVRS is located.
- Spanish language outreach, as needed, including admissions information provided in Spanish on our website.
- The distribution of promotional information materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SJUSD, focusing on those in the community where GVRS is located. These include local libraries, merchants, and booths at community fairs and festivals.

GVRS, in its annual performance report, shall include student enrollment indicating the racial and ethnic mix of students and steps taken towards achieving a racial and ethnic balance as described herein.

GVRS strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. GVRS strives to serve a student population that will achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the geographic boundaries of the District.

Outreach

GVRS may take any of the following steps to recruit and welcome all students who are representative of the diverse communities in the local area:

- Variety of languages for marketing and recruitment materials, included languages that are emerging
- Partner with local community-based organizations to recruit a diverse population of students and provide services to ensure a smooth transition for new students
- Host information sessions for families of students with disabilities
- Host visits to GVRS for families of students with disabilities
- Visit and speak at local community-based organizations in targeted low-income neighborhoods
- Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhood
- Visit and explain to prospective students and their families the mission of GVRS
- Conduct parent information sessions to elaborate on the commitment involved with attending GVRS
- Canvas various neighborhoods to reach interested families
- Promote GVRS at various neighborhood festivals and community events
- Encourage referrals from students and families at other GVCS
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Speak on local radio stations
- Encourage teacher referrals of students from other campuses
- Hire staff that is representative of the community that GVRS serves, including parents
- Establish priority for students in-district and families who qualify for FRPM if admission will be determined by a public lottery. See Element 8 for additional details.
- Run digitally placed advertisements across various online media and applications in multiple languages
- Utilize social media to advertise informational gatherings/meetings

GVRS shall evaluate its balance of racial and ethnic students, special education students, and English Learners, and adjust recruitment practices, as needed, in order to build a school community that reflects the general population residing within the geographic boundaries of the District.

Specific Outreach Practices to Achieve a Representative Applicant Pool

GVRS employs the following specific practices and procedures to ensure that its applicant pool reflects the diversity of the community:

1. *Targeted Community Outreach*
   GVRS conducts outreach in neighborhoods and community spaces with historically underrepresented student populations, including:
   - Community centers and libraries
   - Local cultural organizations and family resource centers
   - Early childhood programs serving diverse families
2. *Multilingual and Accessible Communications*

    - Enrollment materials, flyers, and website content are provided in languages reflective of the local community, including Spanish.
    - Enrollment information sessions include translation support upon request.
3. *Partnerships with Local Organizations*
   GVRS collaborates with community-based organizations, childcare providers, and preschools serving diverse populations to share enrollment information and application timelines.
4. *Accessible Enrollment Events*
    - Information sessions are held at varied times (evenings and weekends) to accommodate working families.
    - Virtual and in-person options are offered to reduce barriers to participation.

Benchmarks and Monitoring of Enrollment Balance

GVRS establishes clear benchmarks and monitoring practices to evaluate the effectiveness of its outreach efforts:

1. *Annual Demographic Review*: Each year, the school compares applicant and enrolled student demographics to district and regional data, focusing on racial and ethnic representation.
2. *Application vs. Enrollment Analysis*: GVRS reviews whether disparities exist between:
    - Applicants and enrolled students, and
    - Enrollment and the surrounding community population.
3. *Board Oversight*: Enrollment demographic data are reviewed annually by the Governing Board as part of its oversight responsibilities.

If enrollment trends indicate that the school's student population is not reasonably reflective of the community it serves, GVRS will adjust outreach strategies and expand targeted engagement efforts in underrepresented communities.

Enrollment Diversity Benchmarks and Continuous Improvement

GVRS's benchmark is to maintain an applicant and enrolled student population that is reasonably reflective of the racial and ethnic diversity of the communities served by the Charter School and, where appropriate, the demographic composition of SJUSD. GVRS will not use racial quotas or individual race-based admissions decisions.

Each year, GVRS will compare applicant and enrolled-student demographic data with available District and regional demographic data. Where the annual review identifies meaningful underrepresentation of one or more student populations, the school will identify the affected population as a priority for outreach during the following enrollment cycle and will implement additional lawful recruitment strategies designed to reduce identified disparities.

GVRS will evaluate the effectiveness of these strategies by reviewing changes in inquiries, applications, enrollment, and retention among identified populations. Results will be reviewed by the GVCS Board of Trustees at least annually and recruitment strategies will be modified as appropriate.

Supports to Promote Enrollment and Retention

GVRS seeks both to recruit and retain a diverse student population. The Charter School provides supports intended to reduce barriers to successful participation and continued enrollment, including English Learner services, special education and Section 504 services, academic interventions, social-emotional supports, attendance interventions, family communication and translation support, school meal programs, community-resource referrals, and other student and family supports described throughout this Charter. Participation in these services is based on student and family need and shall not affect admission or enrollment status.

Enrollment Procedures Supporting Racial and Ethnic Balance

GVRS maintains admissions procedures that are neutral, transparent, and compliant with state law:

- Enrollment is open to all students who reside in California.
- Admissions decisions are made through a public lottery if applications exceed capacity.
- No student is admitted or denied admission based on race, ethnicity, or national origin.

While admissions are race-neutral, the pre-application outreach and recruitment strategies described above are intentionally designed to support equitable access and a diverse applicant pool.

Continuous Improvement and Accountability

GVRS recognizes that achieving and maintaining racial and ethnic balance is an ongoing process. The school commits to:

- Annual evaluation of outreach effectiveness
- Adjustments to recruitment strategies based on demographic data
- Continued engagement with families and community partners to reduce barriers to access

These efforts ensure that GVRS's enrollment practices are proactive, transparent, and responsive to community needs.

GVRS supports the ongoing diversity of student enrollment by ensuring student and subgroups needs are met once enrolled. A comprehensive overview of how we support our Special Education, and English Learner students can be found in Element 1, and a description of our community and family engagement structures are available in Element 2. Examples of support include our culturally-affirming events, translating school newsletters, and hiring and retaining talented teachers to support English Learner students.

ELEMENT 8: Admission Requirements

Governing Law: "Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]."

– California Education Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, GVRS will notify SJUSD in writing of the application deadline and proposed lottery date. GVRS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter. GVRS shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the SJUSD upon request.

As indicated in the affirmations included at the beginning of this petition, GVRS shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

GVRS shall admit all pupils who wish to attend GVRS up to capacity. GVRS shall provide a list of current students' first names and school district of residence (last names have been omitted to protect student privacy) to the District, as stated in the MOU between GVRS and the SJUSD.

Pupils will be considered for admission without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

GVRS shall admit all pupils who wish to attend GVRS to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. GVRS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. GVRS will notify parents/guardians of applicant students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at, GVRS.

In accordance with Education Code Section 47605(e)(4)(A), GVRS shall not discourage a pupil from enrolling or seeking to enroll in the GVRS for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program,

foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the GVRS shall not encourage a pupil currently attending GVRS to disenroll from GVRS or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47650(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), GVRS shall post a notice developed by the CDE on the GVRS website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

GVRS and the SJUSD agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Application for Admission

To apply for admission to GVRS, a parent/guardian shall submit the Charter School's application or intent-to-enroll form by the applicable deadline. GVRS shall not require submission of pupil records, immunization records, academic records, special education records, health records, or other documents prohibited by law as a condition of applying for admission or participating in the public random drawing.

Post-Admission Registration

After a student has been offered admission, GVRS may collect documents reasonably necessary to complete registration and comply with applicable law, including age verification, immunization documentation or lawful exemption documentation, emergency contact information, proof of residency when legally relevant, and other required enrollment forms. Failure to provide a document that may not legally be required as a condition of enrollment shall not be used to deny admission.

Homeless and Foster Youth

GVRS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. GVRS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that GVRS is open to enroll and provide services for all students and provides a contact number for access to additional information regarding enrollment. GVRS shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

GVRS shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation

in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. GVRS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

GVRS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), GVRS shall not discourage a pupil from enrolling or seeking to enroll in GVRS for any reason.

Parent Engagement

GVRS shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to GVRS.

Age-Requirements

The Waldorf-inspired curriculum is based on the development of the child. While our school is open to all students who wish to enroll, subject only to capacity, GVRS has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. However, with the implementation of the California Universal Transitional Kindergarten age requirements, GVRS is phasing out the previous GVRS birthday deadlines as students matriculate through the grades. Below are the grade/age guidelines to be provided in GVRS enrollment policy for student applicants.

Birthday Deadlines for Enrollment at GVCS through 2029				
2025-2026 Birthdate Deadlines			**2026-2027 Birthdate Deadlines**	
TK	6/3/20- 9/1/21		**TK**	9/2/21-9/1/22
K	5/15/19- 6/2/20		**K**	6/3/20- 9/1/21
1st grade	5/15/18 – 5/14/19		**1st grade**	5/15/19- 6/2/20
2nd grade	5/15/17- 5/14/18		**2nd grade**	5/15/18 – 5/14/19
3rd grade	5/15/16 - 5/14/17		**3rd grade**	5/15/17- 5/14/18
4th grade	5/15/15 - 5/14/16		**4th grade**	5/15/16 - 5/14/17
5th grade	5/15/14- 5/14/15		**5th grade**	5/15/15 - 5/14/16
6th grade	5/15/13 - 5/14/14		**6th grade**	5/15/14- 5/14/15
7th grade	5/15/12 - 5/14/13		**7th grade**	5/15/13 - 5/14/14
8th grade	5/15/11 - 5/14/12		**8th grade**	5/15/12 - 5/14/13

2027-2028 Birthdate Deadlines	
TK	9/2/22-9/1/23
K	9/2/21-9/1/22
1st grade	6/3/20- 9/1/21
2nd grade	5/15/19- 6/2/20
3rd grade	5/15/18 – 5/14/19
4th grade	5/15/17- 5/14/18
5th grade	5/15/16 - 5/14/17
6th grade	5/15/15 - 5/14/16
7th grade	5/15/14- 5/14/15
8th grade	5/15/13 - 5/14/14

2028-2029 Birthdate Deadlines	
TK	9/2/23-9/1/24
K	9/2/22-9/1/23
1st grade	9/2/21-9/1/22
2nd grade	6/3/20- 9/1/21
3rd grade	5/15/19- 6/2/20
4th grade	5/15/18 – 5/14/19
5th grade	5/15/17- 5/14/18
6th grade	5/15/16 - 5/14/17
7th grade	5/15/15 - 5/14/16
8th grade	5/15/14- 5/14/15

Open Enrollment Period

Applications will be accepted during an open enrollment period for enrollment in the following school year. Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the GVRS will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Lottery/Public Random Drawing

In the event that enrollment for a given grade level exceeds the existing number of openings in the class, a public lottery will be conducted. The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and a neutral member of GVCS staff will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing.

To be eligible for the lottery the following requirements must be met to enroll in the GVRS program:

- Parent/guardians are invited to attend one of a series of Parent Information Meetings which will introduce them to the school curriculum and answer any questions they have about the school. Additionally, the Enrollment Coordinator makes herself available to answer questions of prospective parents by phone or email. Parents are also encouraged to visit our school website to learn more about our school.
- Parents will complete an open enrollment application which will ask for basic student information. (Parents will be asked to complete a more extensive registration form upon entering the school.) Completion of a student registration packet, including, but not limited to:
    - Enrollment Application
    - Parent signature of School Contract
    - Proof of Immunization
    - Home Language Survey
    - Completion of Emergency Medical Information Form
    - Proof of minimum age requirements, e.g. birth certificate

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority.

1. Students who are children or grandchildren of current GVCS and/or GVRS employees, not to exceed 10% of the student population
2. Siblings of students currently attending GVCS
3. Siblings of alumni of GVCS (alumni are defined as having attended GVCS for four years or having graduated 8th grade)
4. Students who have been attending other Waldorf or Waldorf-inspired schools or playgroups
5. Students, not in the above categories, who are residents of the San Juan Unified School District
6. All other applicants

During the lottery, the pool of applicants is randomized using a random sequence generator (currently, SchoolMint Student Enrollment System) and takes into consideration the preferences as stated above. Applicants are admitted to the charter school in the order determined by the lottery until all available spaces are filled. Applicants who are not selected for admission will be placed on a wait list according to the order determined by the lottery. A neutral third-party witness will be present to verify the fairness of the lottery.

Details about the timeline and process of the drawing will be available to all applicants' parents/guardians prior to the drawing, including admission preferences outlined above and other details of when parents/guardians will be notified about the results of the drawing and how to enroll their students after admission.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the Charter School year. In no circumstance will a waitlist carry over to the following school year.

Limitations on Enrollment Preferences

All enrollment preferences identified in this Charter are subject to approval by SJUSD at a public hearing and shall be implemented only to the extent permitted by applicable federal and state law. No preference shall be administered in a manner that unlawfully limits enrollment access for pupils with disabilities, academically low-achieving pupils, English Learners, socioeconomically disadvantaged pupils, foster youth, homeless pupils, neglected or delinquent pupils, or pupils on the basis of nationality, race, ethnicity, sexual orientation, or any other protected characteristic.

GVRS shall periodically review the effect of its enrollment preferences on access to the Charter School and on the racial, ethnic, socioeconomic, and unduplicated-pupil composition of its student population. If a preference is determined to be inconsistent with applicable law or is not approved by the authorizer, GVRS shall not implement that preference.

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a "pool" until there is an opening in the grades level and the waiting list for that grade level is exhausted. At this time, a lottery of students in the pool will be held.

This lottery will be conducted by uninterested parties and will be held in a space large enough to accommodate all interested parents. Parents do not have to be present to participate in the lottery. Within two weeks of the completion of the lottery, parents will be notified in writing of their children's acceptance into a class or number on the waiting list for that grade level. In no circumstance will a waitlist carry over to the following school year.

Misrepresentation of Admission and Enrollment Information

GVRS shall have the right to withdraw students whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any Charter School document including, but not limited to, admission and enrollment forms. Parents shall be entitled to notice and an opportunity to respond before the Board of Trustees to any charge that they have misrepresented material information to GVRS.

Student Records

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

ELEMENT 9: Independent Financial Audits

Governing Law: "The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

– California Education Code § 47605(b)(5)(I)

An annual independent financial audit of the books and records of GVRS will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles ("GAAP"), and as required by applicable law, the audit will employ generally accepted accounting procedures. This audit will be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of GVRS's financial statements, attendance and enrollment accounting practices, and internal controls.

The Board of Trustees oversees the selection of an independent auditor who has experience in education finance and will oversee the completion of an annual audit of GVRS's financial books and records. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. GVRS will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The Charter School will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December each year. Field work will occur annually between May and September. GVRS's most recent audit report is included as Appendix H.

The Executive Director will review any audit exceptions or deficiencies and report recommendations to the GVCS Board as to how these have been, or will be, resolved. The Executive Director will develop a written corrective action plan within 45 days of receiving any audit finding. Progress will be monitored until all issues are resolved. The GVCS Board Finance Committee will oversee audit compliance and review corrective action plans. The Board will act upon these recommendations, and report its actions to the District, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disagreement between the District and the Charter School concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of GVRS will be public record to be provided to the public upon request. GVRS will budget the cost of a full financial audit in its yearly budgeting process.

ELEMENT 10: Pupil Suspension & Expulsion

Governing Law: "The procedures by which pupils can be suspended or expelled."
– California Education Code § 47605(b)(5)(J)

The following language reflects the GVRS policy and procedures by which pupils can be suspended or expelled.

General Assurance on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the GVRS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the GVRS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. GVRS staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Authorizer Notification & Involvement in Disciplinary Matters

GVRS recognizes the oversight role of SJUSD in matters related to student discipline, consistent with Education Code §47605(c)(5)(J) and the Memorandum of Understanding between the parties.

GVRS shall notify the authorizing district of expulsions and other disciplinary actions as required by law and by the terms of the charter and oversight agreement. Such notifications may include, but are not limited to, expulsion recommendations, final expulsion decisions, and aggregate disciplinary data provided for oversight and monitoring purposes.

SJUSD does not participate in individual disciplinary hearings, make disciplinary determinations, or override decisions of the charter school. Disciplinary authority remains solely with GVRS, subject to applicable state and federal law. However, the authorizer may review disciplinary policies, procedures, and outcomes as part of its oversight responsibilities, including during site visits, annual reviews, or renewal processes.

If disciplinary data or patterns raise compliance concerns, the authorizer may request additional information, corrective actions, or policy revisions to ensure adherence to due process requirements, equity obligations, and protections for students with disabilities. GVRS commits to cooperating fully with such requests and to implementing corrective actions as required.

Nothing in this section shall be interpreted to limit the authorizer's statutory authority or the charter school's obligation to comply with all applicable laws governing student discipline.

Suspension & Expulsion Policy

Introduction

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

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

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

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

School staff shall not do any of the following:

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

- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

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

Suspension

Definition

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

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

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

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

Authority

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

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

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of GVCS. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

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

Grounds

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

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

9) Committed an obscene act or engaged in habitual profanity or vulgarity

10) Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5

11) Knowingly received stolen school property or private property

12) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

13) Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4

14) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness

15) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma

16) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.

17) Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:

    a) Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;

    b) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;

    c) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;

    d) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

18) An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

    a) A message, text, sound or image.

    b) A post on a social network Internet Web site including, but not limited to:

        i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed above.

        ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying

the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

iii. Creating a false profile for the purpose of having one or more of the effects listed above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

c) An act of cyber sexual bullying.

i. For purposes of this section, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

ii. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.

d) An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

e) A "reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil's exceptional needs.

19) Made terrorist threats against school officials and/or school property. For the purpose of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.

20) For students in grades 4 to 12, committed sexual harassment

21) Caused or participated in an act of hate violence

22) Carried, possessed, sold or otherwise furnished an electronic signaling device

23) Committed vandalism/malicious mischief

24) Violated academic ethics

25) Falsified or misinterpreted notes or phone calls of parents or guardians

26) Falsely activated fire alarm

27) Habitually violated the dress code

28) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment

29) Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: those set forth in Penal Code section 422.55, including immigration status, and Education Code section 220, disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.

30) A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

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

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

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

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

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

Procedures Required to Suspend

Step One

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

Searches: In order to investigate an incident, a student's attire,[1] personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be confiscated and turned over to the police*.

Step Two

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

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

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

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

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

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

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 GVCS Board of Trustees within 10 days. Decisions of the GVCS Board of Trustees shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

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

Step Eight

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

Step Nine

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

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

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees or its designee following a meeting with the Executive Director and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a

recommendation to the Board of Trustees following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

ELEMENT 11: Retirement Systems

Governing Law: "The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security."

– California Education Code § 47605(b)(5)(K)

Employees at GVRS participates in the State Teachers' Retirement System ("STRS") for all teachers. Any classified employee working a minimum of 20 hours per week may participate in PERS.

The GVRS informs all applicants for positions within the GVRS of the retirement system options for employees of the GVRS. The Human Resource Manager is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT 12: Public School Alternatives

Governing Law: "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."

– California Education Code § 47605(b)(5)(L)

Pupils who choose not to attend the GVRS may choose to attend other public schools in their SJUSD of residence or pursue inter-SJUSD transfers in accordance with existing enrollment and transfer policies of the SJUSD. Parents or guardians of each pupil enrolled in the GVRS shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the GVRS, except to the extent that such a right is extended by the SJUSD.

No student may be required to attend GVRS.

ELEMENT 13: Employee Rights of Return

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

– California Education Code § 47605(b)(5)(M)

Employees of the SJUSD who choose to leave the employment of the SJUSD to work at GVRS shall have no automatic rights of return to the SJUSD after employment at GVRS unless specifically and explicitly granted by the SJUSD through a leave of absence or other agreement or policy of the SJUSD as aligned with the collective bargaining agreements of the SJUSD. Leave and return rights for SJUSD union-represented employees and former employees who accept employment with GVRS, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school SJUSD employee shall be required to work at GVRS.

Sick or vacation leave or years of service credit at the SJUSD or any other school SJUSD will not be transferred to GVCS. Employment by GVCS provides no rights of employment at any other entity, including any rights in the case of closure of GVRS. The SJUSD will determine whether former employees continue to earn service credit while employed at GVCS.

ELEMENT 14: Dispute Resolution

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.

– California Education Code § 47605(b)(5)(N)

Disputes between the District and the Charter School

GVRS will establish complaint procedures that address both complaints against the GVRS alleging discrimination or violations of law and complaints regarding other areas. GVRS will ensure that its complaint processes are fair and accessible for families. GVRS will not, at any time, refer such complaints to the SJUSD for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, GVRS shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

GVRS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with GVRS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. GVRS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

GVRS shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the GVRS under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

GVRS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity

which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

GVRS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Internal Disputes

GVRS shall have an internal dispute resolution process to be used for all internal disputes related to GVRS operations. GVRS will maintain a Uniform Complaint Policy and Procedures, as required by state law and will be accessible on the Golden Valley website. Furthermore, GVRS will have a Grievance policy, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint against any GVCS policy, practice, procedure, or employee. The SJUSD shall promptly refer all disputes not related to a possible violation of the charter or law to GVRS.

Limitation of Dispute Resolution Process

Except for disputes between the chartering authority and the Charter School, all disputes involving GVRS shall be resolved by the GVRS in accordance with its own internal policies and procedures, including its Uniform Complaint Procedures and grievance policies.

The parties acknowledge that if any dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizing district shall not be obligated to adhere to the dispute resolution process described herein as a precondition to revocation and shall retain all rights and authority granted under applicable law.

ELEMENT 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

– California Education Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the SJUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. For purposes of these closure procedures, GVRS is the Charter School and GVCS is the nonprofit public benefit corporation that operates GVRS. The GVCS Board of Trustees is the governing body responsible for directing and overseeing closure activities.

Designation of Responsible Entity and Closure Administrator

GVCS shall be the responsible entity for carrying out closure-related activities for GVRS. The GVCS Board shall designate the Executive Director or another qualified administrator or consultant to coordinate and manage the closure process.

The GVCS Board shall retain ultimate oversight of closure activities and shall ensure that sufficient resources are available to complete required financial reporting, audits, records transfers, personnel actions, asset disposition, special education transition activities, and other legal obligations associated with closure.

Notification of Closure Action

Upon taking Closure Action, Charter School shall send written notice of its closure to:

1. Charter School shall provide the District with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the District with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the District.

The following procedures shall apply in the event the Charter School closes. These procedures will apply regardless of the reason for closure.

Student Records and Data

GVCS, acting on behalf of GVRS, shall ensure the secure maintenance, transfer, and accessibility of all pupil records in accordance with applicable law.

- Permanent pupil records shall be transferred to the authorizing district within 10 business days of closure.
- Cumulative and special education records shall be transferred in a secure manner consistent with confidentiality requirements.
- Parents and guardians shall be notified in writing of the process for obtaining copies of student records.

All records shall be maintained in a manner that ensures long-term accessibility.

Financial Reporting and Final Audit

GVCS shall be responsible for completing or arranging for all required final financial reporting and auditing activities associated with the closure of GVRS.

- Submission of final financial and expenditure reports for all entitlement grants and restricted funds
- Completion of a final independent audit within six (6) months of closure
- Reconciliation of ADA, attendance, and apportionment records
- Resolution of all outstanding financial obligations

The final audit shall be submitted to the authorizing district, Sacramento County Office of Education, the California Department of Education, and the State Controller, as required.

Disposition of Assets

All assets acquired with public funds shall be disposed of in accordance with Education Code §47604.32 and applicable federal requirements.

- Assets shall be transferred to the authorizing district or another California public school entity, as directed by the authorizer.
- No assets shall be distributed to private individuals or organizations.
- The GVCS Board shall oversee the inventory, valuation, and transfer of all assets.

Personnel Records and Employment Matters

Because GVCS is the employer of personnel assigned to GVRS, GVCS shall be responsible for the final administration, preservation, and disposition of personnel records and employment-related

obligations. GVCS shall ensure the proper handling of all personnel records and employment-related matters, including:

- Transfer or secure storage of employee personnel files in compliance with state record-retention laws
- Final payroll, benefits, and accrued leave processing
- Compliance with all applicable labor and employment laws

Special Education Responsibilities

GVCS, in coordination with GVRS administration, the authorizing district, and the applicable SELPA, shall ensure continuity and appropriate transition of special education records, services, and responsibilities during closure.

- GVCS shall coordinate with the authorizing district and relevant SELPA to ensure appropriate transfer of special education records and services.
- All timelines and procedures related to IDEA compliance shall be maintained through closure.

Liabilities and Corporate Obligations

GVCS, as the nonprofit public benefit corporation operating GVRS, shall remain responsible for debts, liabilities, contractual obligations, and other obligations arising from operation of the Charter School to the extent provided by applicable law and contractual agreements.

GVCS shall use legally available Charter School and corporate resources, including appropriate reserves, to fund required closure activities and satisfy outstanding obligations.

Closure of GVRS shall not, by itself, require dissolution of GVCS. If the GVCS Board separately determines to dissolve the nonprofit public benefit corporation, such dissolution shall be conducted in accordance with applicable provisions of the California Corporations Code and all required state and federal filings.

Charter Management Organization

Golden Valley River School ("GVRS" or "Charter School") is operated by Golden Valley Charter Schools for Educational Renewal ("GVCS"), a California nonprofit public benefit corporation recognized as tax exempt under section 501(c)(3) of the Internal Revenue Code. GVCS is not a third-party, for-profit charter management organization or educational management organization. Rather, GVCS is the nonprofit corporation through which GVRS is governed and operated. The GVCS Board of Trustees serves as the governing body of GVRS and retains ultimate legal, fiduciary, fiscal, and policy responsibility for the Charter School.

For purposes of addressing the San Juan Unified School District renewal rubric concerning entities managing charter schools, the organizational and operational relationship between GVCS and GVRS is described below. The District's rubric requests information concerning the managing entity's relationship to the charter school, financial management and internal controls, other schools managed, organizational history and results, Form 990s, back-office services, and timely compliance reporting.

Relationship, Roles, and Responsibilities

GVRS is not a legal entity separate from GVCS. GVCS provides the corporate, governance, fiscal, personnel, compliance, and administrative framework through which GVRS operates. The GVCS Board of Trustees exercises the governance authority of the Charter School, including approval and oversight of the annual budget and financial reports; approval of material contracts and expenditures as required by Board policy; review and acceptance of independent audits; oversight of fiscal solvency and internal controls; employment, supervision, and evaluation of the Executive Director; oversight of charter compliance and academic performance; approval of material changes to the educational or operational program when required; and approval of facilities leases and other significant commitments.

GVCS provides centralized and shared services to GVRS, including:

- governance and corporate administration;
- fiscal management, accounting, cash management, and financial reporting;
- payroll and human resources administration;
- credential monitoring;
- special education coordination;
- charter compliance and governmental reporting;
- legal and risk-management support;
- insurance administration;
- facilities administration;
- technology and operational support; and
- coordination with SJUSD and other governmental agencies.

These centralized functions are intended to provide consistent legal, fiscal, and operational oversight while allowing GVRS leadership to retain meaningful site-level authority over implementation of the Charter School's Public Waldorf educational program and daily school operations.

Within Board-adopted policies, the approved annual budget, and delegated administrative authority, GVRS leadership is responsible for implementation of the instructional program; curriculum and instructional practices; school culture; student services and discipline; day-to-day site administration; development of site-level staffing recommendations; supervision and evaluation of employees assigned to GVRS; development of site-level budget priorities; administration of approved discretionary expenditures; and family and community engagement.

Payment Structure

Because GVRS is operated directly by GVCS and is not contracting with GVCS as an unrelated third-party CMO, there is no separate CMO management agreement under which GVRS pays GVCS a management fee for operating the Charter School. Costs attributable to GVRS, including its share of centralized administrative and shared services, shall be reflected in the GVRS Board-approved budget and accounting records in accordance with applicable law, generally accepted accounting principles, and GVCS fiscal policies.

GVCS shall maintain school-level accounting records sufficient to separately identify GVRS revenues, expenditures, assets, liabilities, fund balances or net assets, restricted resources, and other financial activity notwithstanding the use of centralized treasury, payroll, or administrative functions.

Continuation and Termination of the Relationship

Because GVCS is the nonprofit corporation that operates GVRS and the GVCS Board is the Charter School's governing body, the relationship between GVCS and GVRS is not established through a separate renewable CMO management contract. GVCS's operation of GVRS shall continue for the term of the Charter unless the Charter is surrendered, revoked, nonrenewed, or otherwise terminated in accordance with applicable law, or unless a lawful organizational restructuring is approved by the GVCS Board and any approval required from SJUSD or another governmental agency is obtained.

Any material change to the governance or organizational structure of GVRS shall be implemented in accordance with applicable charter law, the Charter, GVCS governing documents, and any applicable requirements of SJUSD.

Investment and Financial Interest Disclosure

GVCS is a California nonprofit public benefit corporation. Neither GVCS nor GVRS is operated for the benefit of private investors, owners, shareholders, or a for-profit management company. GVCS and GVRS shall not operate as, or be operated by, a for-profit corporation, for-profit educational management organization, or for-profit charter management organization.

GVCS shall comply with applicable conflict-of-interest laws and Board-adopted conflict-of-interest policies. GVCS maintains internal controls that include segregation of fiscal duties, financial reporting

and oversight, disclosure requirements for Board members and key personnel, and independent annual audits.

GVCS has no ownership investment in GVRS because GVRS is not a separate corporation. GVRS is a public charter school operated through GVCS.

Financial Management and Internal Controls

GVCS retains ultimate fiduciary responsibility for GVRS. GVRS school leadership develops site-level budget priorities and programmatic expenditure recommendations. GVCS business personnel provide accounting, financial reporting, payroll, cash management, compliance, and other fiscal administration. The annual GVRS budget and material budget revisions are reviewed and approved by the GVCS Board of Trustees. GVRS leadership may thereafter administer expenditures within the approved budget and within the purchasing and contracting authority delegated by Board policy.

The GVCS Board monitors the fiscal condition of GVRS through regular financial reporting, internal controls, Board oversight, and independent audits. GVCS maintains written fiscal policies and procedures designed to prevent fraud, embezzlement, conflicts of interest, unauthorized expenditures, and improper use of public funds. The GVCS Fiscal Policies and Procedures are included in Appendix L of this Charter.

Grant and Non-Guaranteed Revenue Planning

GVRS shall not rely on anticipated grants, donations, fundraising proceeds, loans, or other non-guaranteed revenues to maintain fiscal solvency unless such funds have been formally awarded or are otherwise reasonably assured. Any prospective grant or other non-guaranteed funding included in financial projections shall be supported by a documented planning timeline identifying, as applicable, the anticipated application or submission date, expected award-notification date, projected funding period, and the date by which funds are expected to become available.

Grant applications shall be submitted sufficiently in advance of any planned expenditure to allow for award notification and receipt of funds before the related expenditure is incurred. If anticipated grant or non-guaranteed revenue is not awarded or becomes unavailable, GVRS shall revise the applicable expenditure plan, identify an alternative lawful funding source, or defer the expenditure so that the loss of such revenue does not impair the Charter School's fiscal solvency or required reserve levels.

The Executive Director and business services personnel shall monitor grant application and award timelines as part of the annual budget-development and multiyear-projection process and shall update financial assumptions as new information becomes available.

Other Schools Operated by GVCS

In addition to Golden Valley River School, GVCS operates Golden Valley Orchard School, another public charter school providing a Public Waldorf educational program. GVCS provides centralized governance, administrative, fiscal, human resources, compliance, and operational services supporting

its charter schools while maintaining school-level records, budgets, accountability, leadership, and educational programming.

The GVCS strategic framework reflects its organizational commitment to supporting both River and Orchard schools and expanding access to Public Waldorf education.

Organizational History, Philosophy, and Results

Golden Valley Charter Schools was founded in 1999, became a California nonprofit public benefit corporation in 2006, and received recognition as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code in April 2008. GVCS has operated public Waldorf educational programs in the Sacramento region for more than two decades.

GVCS's educational philosophy emphasizes developmentally appropriate Public Waldorf education and an integrated "head, heart, and hands" approach to learning. Its organizational goals include maintaining a vibrant learning community, providing holistic Waldorf education, establishing sustainable organizational rhythms, maintaining accessible and harmonious learning environments, and exercising responsible fiscal stewardship.

GVRS's results during the current charter term are addressed in detail in the Charter Renewal Criteria and Academic Performance section and Appendix M. The renewal record demonstrates stable enrollment, improving academic performance, strong English Language Arts performance, measurable academic growth, favorable chronic absenteeism and suspension outcomes, and improved performance among Students with Disabilities.

Form 990 and Nonprofit Financial Reporting

GVCS shall provide SJUSD, upon request and consistent with applicable law, copies of its IRS Form 990 filings for up to the three most recently available fiscal years. GVCS shall also provide other nonprofit corporate and fiscal documentation reasonably required by SJUSD in connection with its statutory oversight responsibilities.

Back-Office and Business Services

GVCS maintains internal centralized administrative functions and may also contract with qualified third-party providers for specialized business or back-office services. GVCS Human Resources provides centralized payroll, benefits administration, credential monitoring, personnel records administration, background-clearance administration, leaves administration, and employment compliance.

GVCS also utilizes a contracted charter business service provider, CSMC, in connection with budget maintenance and school business operations. The provider supports GVCS and GVRS as determined by contract and under the oversight of GVCS administration and the GVCS Board. Regardless of whether a function is performed internally or through a contracted provider, the GVCS Board retains ultimate fiduciary responsibility for GVRS, and GVCS retains responsibility for the accuracy, completeness, and timely submission of all required financial and compliance information.

Timely Submission of Calendar and Due-Date Items

GVCS, acting through its Board, Executive Director, administrative personnel, contracted service providers as applicable, and GVRS leadership, shall maintain systems and internal calendars necessary to ensure timely submission of all reports and compliance items applicable to GVRS.

GVCS shall timely submit required academic, fiscal, operational, governance, student-data, certification, audit, budget, LCAP, and other reports to SJUSD and applicable governmental agencies in accordance with statutory deadlines, the Charter, the MOU between GVCS/GVRS and SJUSD, and other applicable requirements. The Charter already provides that GVCS will maintain internal calendars and monitoring procedures for required reports, certifications, financial information, student data, and authorizer requests.

Timely Responses to Requests for Information

GVCS and GVRS affirm that they will respond timely and completely to reasonable requests for information from SJUSD made in connection with the District's statutory oversight responsibilities. The Executive Director, in coordination with the GVRS Principal, GVCS administrative personnel, and contracted service providers as necessary, shall be responsible for coordinating responses and ensuring that requested records and information are provided accurately and within applicable timelines.

GVCS and GVRS shall cooperate with SJUSD regarding fiscal monitoring, annual reviews, site visits, compliance reviews, charter renewal activities, and other lawful oversight functions. The parties shall follow the timelines, reporting requirements, and procedures established by applicable law, this Charter, and the MOU between GVCS/GVRS and SJUSD.

Facilities

Golden Valley River School ("GVRS") shall operate in facilities that are safe, educationally suitable, fiscally sustainable, and compliant with all applicable local, state, and federal requirements. Facilities planning is designed to support the school's instructional program, enrollment projections, and operational needs.

Facility Type and Location

GVRS operates in facilities located within the geographic boundaries of the authorizing district and surrounding service area. The school's facilities are selected to support its Waldorf-inspired instructional program, including classrooms, specialty spaces, administrative offices, and outdoor learning areas.

Facilities utilized by GVRS shall be of sufficient size and configuration to safely accommodate projected enrollment and programmatic needs, including general education classrooms, special education service areas, and common spaces.

Current and Projected Facility Availability

GVRS currently occupies its facility at 9601 Lake Natoma Drive pursuant to District Agreement. The current occupancy agreement is reviewed annually through Proposition 39 process.

GVRS anticipates continuing to use its current facility during the renewal term, subject to the terms of the applicable occupancy agreement, continued educational suitability, enrollment needs, fiscal sustainability, and legal compliance. A copy of the current lease or occupancy agreement is included as Appendix O.

If an alternative or modified facility becomes necessary, the Executive Director, in consultation with GVRS leadership and subject to GVCS Board of Trustees approval where required, shall coordinate the identification and evaluation of suitable facilities. Evaluation criteria shall include educational suitability, enrollment capacity, accessibility, health and safety requirements, zoning and code compliance, location, cost, and alignment with the educational program.

Health, Safety, and Legal Compliance

All GVRS facilities shall comply with:

- Local building, fire, and safety codes
- Health and sanitation requirements
- Americans with Disabilities Act (ADA) accessibility standards
- California Department of Education and local agency requirements

Prior to occupancy, facilities will undergo required inspections and approvals by appropriate local authorities. GVRS shall maintain documentation demonstrating compliance and shall address any identified deficiencies in a timely manner.

Educational Suitability

Facilities are selected and maintained to support the school's educational model and student needs. This includes:

- Appropriately sized classrooms for instructional delivery
- Spaces for specialty instruction, including arts, movement, and intervention services
- Administrative and student support areas
- Outdoor spaces suitable for recreation and experiential learning

Facilities planning is reviewed annually to ensure alignment with program design and student enrollment.

Facilities Budget and Financial Alignment

Facilities costs are incorporated into GVRS's annual operating budget and multi-year financial projections. Budgeted facilities expenditures include, as applicable:

- Lease or occupancy costs
- Utilities and maintenance
- Property and liability insurance
- Routine repairs and facility-related services

Facilities expenditures are aligned with enrollment projections and are structured to ensure fiscal sustainability without reliance on uncertain funding sources. GVRS maintains sufficient reserves to address unforeseen facilities-related expenses.

Use of District-Owned Facilities

GVRS intends to submit requests for District-owned facilities pursuant to Proposition 39 as appropriate during the charter term. Any request for District facilities shall comply with applicable statutory and regulatory requirements and timelines. GVRS shall coordinate such requests through the Executive Director, subject to oversight of the GVCS Board of Trustees.

Facilities Oversight and Accountability

The GVCS Board retains fiduciary and governance oversight of facilities used by GVRS. GVRS leadership shall identify site-level programmatic and operational needs, while the Executive Director and appropriate GVCS personnel shall coordinate facilities planning, contracting, compliance, budgeting, maintenance, and risk management.

Leases, major repairs, capital improvements, and other material facilities commitments shall be reviewed and approved in accordance with GVCS Board policy and applicable law.

Impact Statement

Golden Valley River School ("GVRS") has prepared this Impact Statement to describe the anticipated effects of the charter school on the authorizing district, surrounding schools, and the broader community, in accordance with Education Code §47605(c)(h).

Projected Enrollment

GVRS anticipates serving approximately 328 students in grades TK–8 during the 2027–28 school year and maintaining enrollment at approximately 328 students annually throughout the charter term, subject to normal fluctuations in enrollment and facility capacity. These projections are based on GVRS's historical enrollment patterns, including enrollment of 317 students in 2025–26 and 324 students in 2026-27, demonstrated community demand, staffing capacity, and the capacity of the existing educational program. Enrollment is expected to remain generally stable throughout the charter term and is not anticipated to result in sudden or unmanageable shifts in student population for surrounding District schools.

Request for District Services

GVRS does not anticipate purchasing instructional or student support services from the authorizing district, except as may be required or mutually agreed upon in areas such as:

- Special education services, as required by law and SELPA participation
- Oversight, monitoring, and reporting activities pursuant to the Memorandum of Understanding

Any services purchased from the district will be clearly defined in written agreements and will not interfere with the district's ability to serve its students.

Memorandum of Understanding

GVRS affirms that a Memorandum of Understanding (MOU) shall be maintained between the Charter School and the authorizing district. The MOU will define:

- Oversight roles and responsibilities
- Reporting and compliance requirements
- Fees associated with charter oversight
- Processes for annual review, monitoring, and renewal

Oversight, Monitoring, and Accountability

GVRS acknowledges the authorizing district's responsibility to oversee the charter school and commits to full cooperation with all oversight and accountability requirements.

Oversight activities may include, but are not limited to:

- Submission of required academic, fiscal, and operational reports
- Participation in annual reviews and site visits
- Ongoing fiscal and programmatic monitoring

- Compliance with evaluation criteria and timelines for charter renewal

GVRS will provide timely access to records, data, and documentation necessary to support effective oversight.

Oversight fees and the procedures for annual review, site visits, fiscal monitoring, programmatic monitoring, requests for information, and other oversight activities shall be governed by applicable law and the Memorandum of Understanding between GVCS/GVRS and SJUSD. GVCS and GVRS shall timely provide all information reasonably required by SJUSD to perform its statutory oversight responsibilities. The parties shall follow the processes, timelines, and evaluation criteria established by applicable law, this Charter, and the MOU for annual oversight, site visits, fiscal and programmatic monitoring, and charter renewal.

Processes and Policies Between the Charter and the Authorizer

GVRS recognizes that the authorizing district retains statutory authority related to charter oversight, revocation, and renewal. The school commits to maintaining transparent communication and a collaborative working relationship with the district.

Processes governing the relationship between GVRS and the authorizer include:

- Clear timelines and criteria for annual review and evaluation
- Defined procedures for addressing compliance concerns
- Adherence to dispute resolution procedures outlined in the charter and MOU
- Mutual acknowledgment of legal roles and responsibilities

Contracting and Use of Third-Party Providers

If GVRS determines that external contractors or service providers are necessary to support school operations, the school will follow a transparent selection process that includes:

- Identification of required expertise
- Evaluation of qualifications and experience
- Review and approval by the Governing Board

Contracts shall be structured to ensure fiscal responsibility and compliance with all applicable laws.

Selection of Contractors

When GVRS determines that an outside contractor is necessary to provide professional, operational, instructional, financial, facilities, technology, special education, legal, or other services, GVCS shall use a selection process designed to identify a qualified provider with the expertise, experience, capacity, and qualifications necessary to perform the required services.

The selection process may include review of qualifications, relevant experience, references, cost, scope of services, ability to meet applicable legal and regulatory requirements, demonstrated experience serving public schools or charter schools where relevant, and the provider's ability to meet GVRS's programmatic and operational needs. Competitive quotes, proposals, or other procurement

methods shall be utilized when required by law, Board policy, grant requirements, or GVCS fiscal policies and procedures.

The Executive Director or designee shall coordinate the contractor-selection process and make recommendations consistent with delegated purchasing authority. Contracts requiring Board approval shall be presented to the GVCS Board of Trustees in accordance with Board-adopted policies and applicable law. All contractor selections shall comply with applicable conflict-of-interest requirements and GVCS fiscal policies and internal controls.

This directly addresses the rubric requirement to describe the process for determining necessary expertise and selecting a contractor.

Civil Liability Considerations

GVRS acknowledges that it is solely responsible for its own acts and omissions. The school maintains appropriate insurance coverage to mitigate potential civil liability and to protect the interests of the Charter School and the authorizing district.

Insurance policies shall name the authorizing district as an additional insured, where required, and shall be maintained in accordance with the terms of the charter and applicable law.

Community Impact

GVRS does not anticipate that renewal and continued operation of its existing TK–8 program will substantially undermine SJUSD's existing services, academic offerings, or programmatic offerings. GVRS is an established charter school with a stable historical enrollment rather than a newly proposed school requiring a substantial transfer of pupils from District-operated programs. Renewal is therefore expected to maintain, rather than materially alter, the school's historical enrollment and fiscal impact on SJUSD.

GVRS provides a Public Waldorf Education program characterized by developmentally sequenced instruction, arts integration, movement, handwork, experiential learning, multi-year teacher relationships, and other elements described in Element 1. SJUSD currently does not operate a substantially similar Public Waldorf TK–8 program within reasonable proximity to the two GVCS schools, Golden Valley River and Golden Valley Orchard.

Conclusion

GVRS does not anticipate that the operation of the charter school will negatively impact the authorizing district's ability to serve its students or fulfill its educational mission. The school's continued operation is expected to provide families with a high-quality public-school option while maintaining a cooperative and accountable relationship with the authorizing district.

Special Education

Golden Valley River School ("GVRS") is committed to providing all students with disabilities a free appropriate public education ("FAPE") in the least restrictive environment ("LRE"), consistent with the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act ("ADA"), and all applicable federal and state laws and regulations.

Special Education Structure

GVRS shall operate as a school of the authorizing district for special education purposes and shall participate in the district's Special Education Local Plan Area ("SELPA"). Special education services shall be provided in accordance with the SELPA's Local Plan and policies and procedures.

GVRS acknowledges that it is responsible for serving all students with disabilities enrolled in the school, regardless of the student's district of residence.

Service Delivery Model

Special education services at GVRS are delivered through an inclusive, collaborative service model designed to meet the unique needs of each student. Services may include, but are not limited to:

- Specialized academic instruction
- Related services (e.g., speech and language therapy, occupational therapy, counseling)
- Accommodations and modifications within the general education setting
- Designated special education instructional settings when required by a student's IEP

Instruction and services are provided by appropriately credentialed and qualified personnel in collaboration with general education teachers, related service providers, and families.

GVRS emphasizes inclusive practices whenever appropriate, ensuring students with disabilities have access to the general education curriculum to the maximum extent possible.

Identification, Referral, and Assessment

GVRS implements a comprehensive Student Study Team ("SST") process to identify students who may be in need of additional academic or behavioral support. The SST process may include general education interventions prior to referral for special education assessment, consistent with best practices and applicable law.

When a referral for special education assessment is initiated:

- Assessments are conducted in a timely manner
- Assessments are non-discriminatory and conducted in the student's primary language, as appropriate
- Eligibility determinations are made by an IEP team, including parents/guardians

IEP Development and Implementation

Individualized Education Programs ("IEPs") are developed, reviewed, and revised in accordance with IDEA timelines and procedures. GVRS ensures that:

- Parents/guardians are active participants in the IEP process
- IEP goals are measurable and aligned to student needs
- Services and accommodations outlined in the IEP are implemented with fidelity

Progress toward IEP goals is monitored regularly and reported to families as required.

Fiscal Responsibility

GVRS acknowledges that it is fiscally responsible for its fair share of special education costs, including any encroachment on general funds, in accordance with SELPA policies and applicable law.

Special education expenditures are included in the school's annual operating budget and multi-year financial projections. GVRS ensures that fiscal planning aligns with service delivery obligations.

Coordination and Notification

GVRS shall notify the district of residence and the authorizing LEA when:

- A student with an IEP enrolls in the school
- A student becomes eligible or ineligible for special education services
- A student with an IEP exits or transfers from the school

GVRS coordinates with the district of residence to facilitate smooth transitions for students entering or leaving the school.

Due Process and Dispute Resolution

GVRS complies with all procedural safeguards under IDEA, including parents' rights to due process hearings and mediation. Disputes related to special education services are addressed in accordance with applicable federal and state law and SELPA procedures.

Assurances

GVRS provides the following assurances:

- The school shall comply with all provisions of IDEA.
- No student shall be denied admission based on disability or the availability of services.
- A Student Study Team process shall be implemented.
- Students eligible for Section 504 services shall receive appropriate accommodations and supports.
- All instruction shall be provided in a safe and supportive environment.

SELPA Consultation

GVRS affirms that it has consulted with the appropriate SELPA regarding participation and service delivery. Documentation of SELPA consultation or confirmation of receipt of application is included in the appendices.

Oversight and Accountability

The GVCS Board of Trustees oversees special education compliance and service delivery as part of its governance responsibilities. GVRS cooperates fully with the authorizing district and SELPA in monitoring, reporting, and compliance activities related to special education.

Independent Study

Golden Valley River School ("GVRS") may offer Independent Study as an optional instructional alternative to classroom-based instruction, in full compliance with Education Code §§51745–51749.6, §47612.5, and all applicable state and federal laws. Independent Study is designed to support student needs while maintaining academic rigor, accountability, and access to certificated instruction.

No student shall be required to participate in Independent Study.

Compliance with Independent Study Requirements

GVRS affirms that all Independent Study programs shall be implemented in accordance with California law and shall be subject to review as part of the annual independent audit, pursuant to Education Code §47612.5(b).

GVRS further affirms that:

- Independent Study shall be supervised by a California-credentialed teacher, as required by Education Code §51747.5(a).
- The school shall meet the required ratio of Average Daily Attendance (ADA) to Full-Time Equivalent (FTE) certificated employees, pursuant to Education Code §51745.6(a).
- Apportionment credit for Independent Study shall be claimed only for work products personally evaluated by a certificated teacher, in accordance with Education Code §51747.5(b).

Written Independent Study Agreements

Prior to the commencement of Independent Study, GVRS shall execute a written Independent Study Agreement for each participating pupil. Each agreement shall be signed by:

- The pupil (if age-appropriate)
- The pupil's parent, legal guardian, or caregiver (if under 18)
- The certificated employee responsible for supervising the Independent Study
- Any individual responsible for providing direct assistance to the pupil

No Independent Study agreement shall be valid for a period longer than one school year, consistent with statutory requirements.

Required Elements of the Written Agreement

Each Independent Study Agreement shall include, at a minimum:

- The manner, time, frequency, and place for submitting assignments and reporting progress
- The objectives and methods of study and methods used to evaluate pupil work
- The specific resources, including instructional materials and personnel, to be provided
- Policies regarding the maximum length of time between assignment and completion
- The number of missed assignments permitted before an evaluation is conducted
- The duration of the agreement, including start and end dates
- A statement affirming that Independent Study is voluntary

Assignment Completion Timelines

GVRS establishes the following maximum timeframes between assignment and completion:

- Elementary Grades (TK–5): No more than 15 school days
- Middle School Grades (6–8): No more than 15 school days

Assignments not completed within these timeframes shall be considered missed assignments.

Missed Assignments and Evaluation

If a student fails to complete the allowed number of assignments as specified in the Independent Study Agreement, GVRS shall conduct an evaluation to determine whether Independent Study continues to be in the student's best educational interest or whether the student should return to a classroom-based instructional program.

Parents/guardians shall be notified promptly of missed assignments and evaluation outcomes.

Instructional Supervision and Support

Independent Study pupils shall receive instruction and academic support comparable in quality and rigor to classroom-based instruction. Support may include:

- Regularly scheduled check-ins with the supervising teacher
- Access to instructional materials and curriculum aligned to state standards
- Timely feedback on completed assignments
- Additional academic or social-emotional support, as appropriate

Students with Disabilities and Independent Study

Independent Study shall be offered to students with disabilities only when consistent with the student's Individualized Education Program (IEP) or Section 504 Plan.

GVRS affirms that:

- Independent Study shall not be used to limit or reduce services required by an IEP or Section 504 Plan
- Placement decisions shall be made by the IEP team or 504 team, as applicable
- All procedural safeguards under IDEA and Section 504 shall be maintained

Oversight and Accountability

GVRS maintains internal oversight procedures to ensure compliance with Independent Study requirements, including:

- Monitoring of Independent Study agreements and work products
- Verification of teacher supervision and evaluation
- Inclusion of Independent Study compliance in the annual audit

The GVCS Board of Trustees oversees Independent Study implementation as part of its fiduciary and governance responsibilities.

Assurances

GVRS provides the following assurances regarding Independent Study:

- Independent Study is optional and voluntary
- All Independent Study requirements under Education Code shall be met
- Instruction shall be supervised by appropriately credentialed teachers
- ADA shall be claimed only in accordance with applicable law
- Compliance shall be reviewed as part of the annual audit

Independent Policy can be found in Appendix B.

Appendix A: Calendar, Bell Schedule

GOLDEN VALLEY CHARTER SCHOOLS

(Approved by the BOT 2026.03.11)

2026 to 2027

AUGUST						
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27	28	29	30			

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days of Note

August 18 – River Back to School Night
August 20 – Orchard Back to School Night
August 13 – First Day of School
October 19-23 – Conference Days (min)
March 16-18 – Conference Days (min)
May 28 – Last Day of School

Minimum Days

All Thursdays
October 19-23
December 18
March 16-19
May 28

Instructional Days: 175
Minimum Days: 45
Regular Days: 130

Bell Schedule

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

Holidays and Non-Instructional Days
August 10-12 – In Service/Staff Development
September 7 – Labor Day
October 12 – Local Holiday
November 11 – Veteran's Day
November 12 – Local Holiday (Observed)
November 13 – Teacher Workday/No School
November 23-27 – Thanksgiving Break/No School
December 21-Jan 1 – Winter Break/No School
January 4 – Teacher Workday/No School
January 18 – MLK Day
February 15-19 – Presidents Week
March 22-26 – Spring Break
May 31 – Memorial Day
Board of Trustees Meetings
August 19, Annual Meeting of the BOT – River
September 9, Regular BOT Meeting – River
October 14, Regular BOT Meeting – River
November 18, Regular BOT Meeting – River
December 9, Regular BOT Meeting – River
January 13, Regular BOT Meeting – River
February 10, Regular BOT Meeting – Orchard
March 1, Regular BOT Meeting – Orchard
April 14, Regular BOT Meeting – Orchard
May 12, Regular BOT Meeting – Orchard
June 2, Regular BOT Meeting – Orchard
Finance Committee Meetings
September 2, Finance Meeting (River)
October 7, Finance Meeting (River)
November 4, Finance Meeting (River)
December 2, Finance Meeting (River)
February 24, Finance Meeting (Orchard)
April 7, Finance Meeting (Orchard)
May 5, Finance Meeting (Orchard)
Golden Valley Festivals
November 5, Festival of Light (River)
February 6, Journey Around the World (Orchard)
April 24, May Festival (River)
May 1, May Festival (Orchard)

Appendix B: Independent Study Policy

GOLDEN VALLEY
CHARTER SCHOOLS

Independent Study Board Policy

These policies apply to all pupils participating in independent study at the Golden Valley Charter Schools (the "Charter School").

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed 30 days.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the Charter School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
  - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., "CAASPP", or any other subsequent assessment as certified by the state board of education),
  - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for California ("ELPAC" or subsequent assessments of English proficiency certified by the state board),
  - The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
  - School attendance rates,
  - Chronic absenteeism rates,
  - Middle school dropout rates,

- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils participating in independent study for 15 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the Charter School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation,
- A plan for outreach from the Charter School to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, "pupil-parent-educator conference" means a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The Charter School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 16 or more schooldays in a school year:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the Charter School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the Charter School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,
- For pupils in grades 9-12 inclusive, the Charter School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

For the purposes of this policy, "live interaction" means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of

services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, "synchronous instruction" means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

Return to In-Person Instruction: For pupils who participate in independent study for 16 or more schooldays in a school year and whose families wish to return to in-person instruction from independent study, the Charter School shall allow the student to return expeditiously, and in no case later than five instructional days.

Exceptions for Pupils Under Professional Care: Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The Charter School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

Written Agreements*:* A current written agreement for each independent study pupil shall be maintained on file for each participating student.

For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for 15 or fewer school days, each written agreement shall be signed during the school year in which the independent study takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the Charter School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content*:* Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.

- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.
- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this policy, a parent or guardian may request that the Charter School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Independent Study Plan Due to School Closure or Material Decrease in Attendance for Affected Students

For any student impacted by fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the Charter School shall offer those students independent study within 10 instructional days of the first day of a school closure or material decrease in attendance. Students with

exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the Charter School shall reopen for in-person instruction.

Appendix C: Board of Trustees Bylaws

BYLAWS OF
GOLDEN VALLEY SCHOOLS FOR EDUCATION RENEWAL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Golden Valley Schools for Education Renewal ("Charter School" or "GVCS").

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is1000 River Rock Drive, Orangevale, State of California. The Board of Trustees may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Trustees may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person. The title of "Trustee" shall refer to the same designation as a "Director", pursuant to the California Corporations Code (§7210).

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Trustee or officer of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

ARTICLE VII
BOARD OF TRUSTEES

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Trustees ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Trustees shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Trustees, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED TRUSTEES AND TERMS. The number of Trustees shall be no less than five (5) and no more than thirteen (13), unless changed by amendments to these bylaws. The board composition shall include: up to nine (9) members . All trustees shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(b). If a charter authorizer appoints a representative to serve on the Board of Trustees, the Corporation may appoint an additional director to ensure an odd number of Board members. These members constitute the tenth through thirteenth (10th-13th) Trustees All Trustees shall be designated by the existing Board of Trustees. All Trustees are to be designated at the corporation's annual meeting of the Board of Trustees.

Section 3.1 TERMS

Each Director shall hold office for 2 years and until a successor director has been designated and qualified.

Section 4. ROLE OF BOARD. The responsibility for governance encompasses all operations of the school and includes, but is not limited to, the following: Budget; Site; Personnel; Policies and Procedures; Assessment and Accountability. The Board's responsibilities include, but are not limited to the following:

a. Annually review strategic plan, which includes short-term and long-term goals.
b. Approve an annual budget.
c. Receive and act upon reports and recommendations made by the Executive Director.
d. Approve the annual school calendar, minutes of Board meetings, policies, procedures, salary schedules and any major contracts.
e. Approve site decisions, Facility Use Agreements and Memoranda of Understanding.
f. Review student performance annually.
g. Hire and evaluate the Executive Director.

Section 5. RESTRICTION ON INTERESTED PERSONS AS TRUSTEES. No interested person may serve on the on the Board of Trustees. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Trustee as Trustee; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in- law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. ELIGIBILITY GUIDELINES.

a. Candidate is a parent, grandparent or guardian, of a child who has been enrolled in a school operated by the Corporation for the most recent entire school year or more.
b. Candidate has a child currently enrolled in a school operated by the Corporation.
c. Candidate has been active with the school in some way (e.g.: in the classroom, with festivals, in the office, serving on the Foundation, or serving on a school committee or board).
d. Candidates must have attended at least 3 complete Board meetings during the current school year as an objective observer and participant to learn about the work of the Board.
e. Candidates must be willing to support the Charter and the leadership of the school. This includes attending Board meetings, serving in officer or committee positions and completing assignments to be done between meetings.
f. More than one parent/guardian/grandparent from the same family cannot serve on the Board at the same time.

g. The Board may appoint up to 4 members from the community as Trustees. Community Trustees may be an adult, uninterested individual without any child enrolled in a school operated by the Corporation. Community candidates must possess recognized skills or knowledge that are of benefit to the school. Community Candidates may submit petition to the Board for appointment. Appoint of Community Trustees is at the discretion of the Board.

Section 7. APPOINTMENTS OF FACULTY DELEGATES. Faculty will meet at the end of the school year to appoint no more than two (2) delegates to the Board of Trustees for each school operated by the Corporation to serve as advisors to the Board. Faculty Delegates shall have full rights to participate in Board discussions, serve on Board committees, and advise Trustees on matters of business enumerated by Article VII of these Bylaws. Faculty Delegates shall adhere to the provisions of Article IX of these Bylaws. The Faculty retain the rights to appoint new or replacement Delegates at their discretion.

Section 8. NO USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Trustee than can be elected, no corporation funds may be expended.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Trustees shall occur in the event of (a) the death, resignation, or removal of any Trustee; (b) the declaration by resolution of the Board of Trustees of a vacancy in the office of a Trustee who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Trustees; or (d) the failure of the members, at any meeting of members at which any Trustee or Trustees are to be elected, to elect the number of Trustees required to be elected at such meeting; (e) the failure of a parent member to have a child attending a school operated by the Corporation.

Section 10. RESIGNATION OF TRUSTEES. Except as provided below, any Trustee may resign by giving written notice to the Chair of the Board, , or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Trustee's resignation is effective at a later time, the Board of Trustees may elect a successor to take office as of the date when the resignation becomes effective. The Board may modify the date of resignation at its discretion.

Section 11. TRUSTEE MAY NOT RESIGN IF NO TRUSTEE REMAINS. Except on notice to the California Attorney General, no Trustee may resign if the corporation would be left without a duly elected Trustee or Trustees.

Section 12. REMOVAL OF TRUSTEES. Any Trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950, *et seq*., as said chapter may be modified by subsequent legislation) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Trustee shall be filled as provided in Section 15.

Section 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Trustees may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (a) the affirmative vote of a majority of the trustees then in office at a regular or special meeting of the Board, or (b) a sole remaining trustee. The newly appointed Trustee, will serve for the remainder of the original term, and, as with any Trustee, will have the option of seeking re-appointment.

Section 14. NO VACANCY ON REDUCTION OF NUMBER OF TRUSTEES. Any reduction of the authorized number of Trustees shall not result in any Trustees being removed before his or her term of office expires.

Section 15. PLACE OF BOARD OF TRUSTEES MEETINGS. Meetings shall be held at the principal office of the Corporation or a designated school operated by the Corporation. The Board of Trustees may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Trustees or in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 16. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Trustees and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Trustees shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Trustees.

Section 17. REGULAR MEETINGS. Regular meetings of the Board of Trustees, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Board of Trustees, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 18. SPECIAL MEETINGS. Special meetings of the Board of Trustees for any purpose may be called at any time by the Chair of the Board of Trustees, if there is such an officer, or a majority of the Board of Trustees. If a Chair of the Board has not been elected then the President is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours notice is given to each Trustee and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Trustees shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each Trustee at the Trustee's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Trustee for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Trustees are regularly held.

b. Notice by mail shall be deemed received five business days after a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 20. QUORUM. A simple majority of the Trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be fewer than a simple majority of the Trustees present at any meeting, the meeting shall be adjourned. Trustees may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 21. TELECONFERENCE MEETINGS. Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates or is chartered;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible[1] to members of the public and shall be listed on the agenda;

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and

[1] This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 22. ADJOURNMENT. A majority of the Trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 23. COMPENSATION AND REIMBURSEMENT. Trustees may not receive compensation for their services as Trustees or officers, only such reimbursement of expenses, as the Board of Trustees may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 24. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Trustees then in office, may create one or more committees, each consisting of two or more Trustees and any number of non-Trustees, as established by the Board, to serve at the pleasure of the Board. Appointments to committees of the Board of Trustees shall be by majority vote of the authorized number of Trustees. The Board of Trustees may appoint one or more Trustees as alternate members of any such committee, who may replace any absent member at any meeting. The Chair of the Board shall be an ex-officio member of any committee. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Trustees' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Trustees or any committee of the Board;

c. Fix compensation of the Trustees for serving on the Board of Trustees or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Trustees that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

g. Expend corporate funds to support a nominee for Trustee if more people have been nominated for Trustee than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Trustees has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Trustees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Trustees' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Trustees' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Trustees may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Trustees has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF TRUSTEES. No Trustee shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President ("Executive Director"), a Secretary, and a Chief Financial Officer ("Business Manager"). The corporation, shall also have a Chair of the Board, a Vice-Chair of the Board, and may have one or more Vice-Presidents, one or more assistant secretaries; a treasurer, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Vice-Chair of the Board, Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Trustees and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Trustees may appoint and authorize the Chair of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. W h e n a Chair of the Board of Trustees is elected, he or she shall preside at the Board of Trustees' meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time. If there is no President, the Chair of the Board of Trustees shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. When a Chair of the Board of Trustees is elected, there shall also be a Vice-Chair of the Board of Trustees. In the absence of the Chair, the Vice-Chair shall preside at Board of Trustees meetings and shall exercise and perform such other powers and duties as the Board of Trustees may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall facilitate at all Board of Trustees' meetings. The President shall have such other powers and duties as the Board of Trustees or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Trustees present at Board of Trustees and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Trustees that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Trustees or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Trustees such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Trustee at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Trustees may designate; (b) disburse the corporation's funds as the Board of Trustees may order; (c) render to the President, Chair of the Board, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Trustees for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
ROLE, CONDUCT, AND DUTIES OF A TRUSTEE

Section 1. ROLE OF A TRUSTEE. Board members serve as trustees of the Corporation, entrusted with helping to guide the Corporation and its future. Trustees participate in the group process to make decisions and take actions based on what is best for the Corporation as a whole, in keeping with our vision, mission and charters, and not based on a personal agenda.

Section 2. FIDUCIARY RESPONSIBILITIES.

a. Duty of Care: Each Trustee shall perform their duties, including duties as a member of any committee, in good faith, with candid actions and active participation, including asking questions to help make informed decisions. Trustees shall act the way a reasonably prudent person would in a like position and under similar circumstances.

b. Duty of Loyalty: Trustees shall place the Corporation's interests over any other organization's interests or personal interests.

c. Duty of Obedience: Once the board's decisions or actions are final, each Trustee shall support and implement the decisions; and shall not undermine them, publicly or privately.

Section 3. CODE OF CONDUCT. All Trustees agree to abide by the following:

a. Trustees will practice and maintain a respectful, courteous attitude in all interactions with other Trustees and guests, both verbally and non-verbally.

b. Trustees will take turns speaking with show of hands, will focus on the speaker, and will avoid side conversations.

c. No Trustees will speak for, or in the name of, the Board unless by explicit direction of the Board (Board Chair and Executive Director have this explicit direction, by virtue of their positions).

d. When a Board decision has been reached, all Board members, including those who may have voted against the decision, will support that decision until it is amended or rescinded by the Board.

e. Confidentiality on matters regarding personnel, student and family information, site negotiations and other areas is critical. Such confidentiality is both a legal requirement and an ethical necessity. Trustees will be trained in the importance of confidentiality and will sign the Board of Trustees Oath of Office. Board members must use discretion in all communications. If confidentiality is violated, the member may be removed from the Board.

Section 4. DUTIES OF A TRUSTEE. The duties of a Trustee include, but are not limited to, the following:

a. Abide by these Bylaws.

b. Support the Charter, vision and mission of the organization.

c. Attend and participate in Board meetings on a regular basis

d. Attend and contribute to auxiliary functions as necessary (charter authority meetings, festivals and school activities as appropriate).

e. Faculty Delegates relay information to and from Faculty.

f. Accept at least one committee assignment and/or serve in an officer position and serve actively.

g. Prepare for meetings by reading all relevant material provided in advance.

ARTICLE X
CONTRACTS WITH TRUSTEES

Section 1. CONTRACTS WITH TRUSTEES. The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Trustees are Trustees have a material financial interest).

ARTICLE XI
CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-TRUSTEE DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-Trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Policy have been fulfilled.

ARTICLE XII
LOANS TO TRUSTEES AND OFFICERS

Section 1. LOANS TO TRUSTEES AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Trustee or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XIII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

ARTICLE XIV
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Trustees, officers, employees, and other agents, to cover any liability asserted against or incurred by any Trustee, officer, employee, or agent in such capacity or arising from the Trustee's, officer's, employee's, or agent's status as such.

ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XVI
INSPECTION RIGHTS

Section 1. TRUSTEES' RIGHT TO INSPECT. Every Trustee shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Trustee may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Trustees and committees of the Board of Trustees at any reasonable time for a purpose reasonably related to the Trustee's interest as a Trustee. Any such inspection and copying may be made in person or by the Trustee's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Trustees at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Trustee, furnish to that Trustee a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Trustees shall cause an annual report to be sent to itself (the members of the Board of Trustees) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

ARTICLE XVI
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Trustees may adopt, amend or repeal any of these Bylaws by a majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the charter schools operated by the Corporation or make any provisions of these Bylaws inconsistent with the charters of those schools, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Golden Valley Schools for Education Renewal, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, inclusive of this certification, are the bylaws of this corporation as amended by the Board of Trustees on; and that these bylaws have not been amended or modified since that date.

Executed on June 24, 2026 at Orangevale, California.

_____
Meredith Willsen, Secretary of the Board of Trustees
4916-9747-3458, v. 2

Appendix D: Governance Policies

GOLDEN VALLEY
CHARTER SCHOOLS

Governance
Policies & Procedures

Approved by the Board of Trustees on April 15, 2026

GOLDEN VALLEY
CHARTER SCHOOLS

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Acceptance of Gifts

GOLDEN VALLEY
CHARTER SCHOOLS

ACCEPTANCE OF GIFTS

Purpose: The Board of Trustees (" Board") has the primary purpose of accepting gifts policy is to prevent conflicts of interest, corruption, and the appearance of impropriety by establishing clear rules on accepting gifts, especially from those doing or seeking business with Golden Valley Charter ("School"). These policies ensure decisions are made independently and in the best interest of students and the community.

All Board members who receive gifts in their individual capacity must, if required, annually reflect such gifts on their Form 700 in accordance with the Political Reform Act.

The Board must accept the following gifts or donations at a regularly scheduled Board meeting: real property, gifts of personal property, and gifts of securities.

The Board will not accept gifts that would result in the School losing its charter, would result in the School losing its tax-exempt status with the IRS, or are not valuable enough in relation to the difficulty or expense of administration, or could produce unacceptable consequences for the School, or are in contravention of the School's mission.

GOLDEN VALLEY
CHARTER SCHOOLS

Annual Organizational Meetings

GOLDEN VALLEY
CHARTER SCHOOLS

ANNUAL ORGANIZATIONAL MEETING

This policy is drafted to augment the Golden Valley Charter Schools bylaws and provide any details missing in the bylaws relating to the board's annual meeting.
The bylaws typically offer details relating to the annual meeting, although it is not a required element. Therefore, this policy must be carefully reviewed along with the school's bylaws and articles of incorporation to ensure it is consistent with them.
The Governing Board of Trustees ("Board") hereby adopts this Annual Organizational Meeting ("Policy"), which shall apply to all governing board members, candidates for membership on the board, and all other designated employees of the Golden Valley Charter School ("School").

Time and Place for Meeting

In accordance with the Bylaws, the Board shall meet at its principal executive office at least once annually within thirty (30) days of the beginning of the Academic school year ("Board Retreat") for the purpose of reorganizing the Board, reviewing agency-wide goals for the coming year, evaluation timeline (goal setting) with the Executive Director, and/or other matters within the purview of the Board of Trustees' responsibilities

Order of Business

In accordance with the Bylaws, the order of business at this meeting shall be:

A. Call to order.

B. Recognize departing Board members.

C. Introduce new Board members.

D. Complete Board member(s) Oath of Office.

E. Review and discuss the Executive Director's goals for Golden Valley Charter.

F. Set a schedule of regular meetings (time, place, and day).

G. Discuss updated Financial legal changes, updates from the financial advisor, and/or review financial information of concern.

H. Elect any representatives to serve on any applicable advisory boards and/or committees as appropriate.

I. Review policies that need to be updated/changed due to agency changes, federal, state, and/or local accidences with laws.

J. Conduct Board Training requirements.

K. Readopt in resolution form the School policy regarding the Board's Code of Ethics.

L. Such other business as may be determined to be necessary by the Board and reflected on the posted agenda.

M. Adjournment.

Anti-Nepotism

GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Charter Anti-Nepotism

I. Purpose

The purpose of this Anti-Nepotism Policy ("Policy") at Golden Valley Charter, a Waldorf-inspired public charter school, is to foster a working and learning environment rooted in fairness, transparency, and integrity. In the spirit of mutual respect and in service of our mission to educate the whole child, we recognize the importance of ensuring that professional decisions are made in alignment with our values and free from personal bias or undue influence.

This policy is designed to prevent situations where favoritism or perceived conflicts of interest, especially those that may arise from familial or close personal relationships, might compromise our shared commitment to equity, trust, and professional responsibility.

II. Guidelines and Procedures

To uphold a healthy and collaborative school culture:

- Individuals who have close personal or familial relationships ("Related Persons") may not hold positions where one has direct supervisory or evaluative authority over the other.

- Any relationship that could present a potential conflict of interest or challenge workplace harmony must be approached with transparency and care. If a situation arises where a Related Person is hired or becomes connected to someone within the school community, the relationship should not negatively affect work performance or community dynamics.

- Determinations about potential conflicts or impacts on performance will be thoughtfully reviewed by the appropriate supervisors or, in the case of board involvement, by the Board of Trustees.

- The Director of Human Resources (or equivalent school administrator) will review and respond to concerns or reports related to this policy, and may recommend adjustments or actions, including reassignment or non-selection for employment, when necessary.

- If action was taken as related to this policy, it is the duty of the Executive Director and/or Director of Human Resources to discuss such concerns with the Board of Trustees leadership, Chair, and/or Vice-Chair

In the interest of integrity and open communication, all employees, board members, and contractors are required to disclose existing or newly established relationships that may fall under this policy. This information will be handled with discretion and used only to support a fair and lawful decision-making process.

If the situation involves the Director of Human Resources, the Board shall make the final determination regarding any necessary action.

III. Definition of Related Persons

For the purpose of this policy, a "Related Person" includes individuals connected through familial, romantic, or household relationships, including but not limited to:

- Parent and child
- Siblings
- Grandparent and grandchild
- Aunt/uncle and niece/nephew
- First cousins
- Spouses or domestic partners
- Guardian and ward
- Any in-law, step-relative, or adopted family member
- Individuals residing in the same household on a long-term basis
- Individuals in a romantic relationship (e.g., dating, engaged, or otherwise involved outside of a legal partnership)

IV. Policy Implementation and Exceptions

Our Golden Valley school community values accountability and respectful relationships. Violations of this policy may lead to appropriate corrective actions, which may include reassignment, changes in supervisory roles, or in serious cases, termination of employment or contract.

We also recognize that unique circumstances may arise. In rare cases, the Board may review and approve exceptions if doing so clearly supports the school's mission and operational integrity.

GOLDEN VALLEY
CHARTER SCHOOLS

Assignment of Teachers Instruction

GOVERNANCE POLICY: Assignment of Teachers to Multiple or Single Subject Instruction

Golden Valley, a Waldorf-Inspired Charter School

I. Intent and Philosophy

At Golden Valley Charter, we honor the whole-child approach and value the artistry and integrity of the teaching profession. We recognize that, in alignment with both Waldorf principles and the California Education Code, a teacher's breadth of knowledge, training, and life experience can enable them to present subject matter in a developmentally appropriate and deeply engaging way—even when that subject falls outside the narrow scope of their original credential authorization.

To support pedagogical flexibility while remaining fully compliant with state law, this resolution outlines the Board's approach to utilizing legal assignment options available under the Education Code. It ensures that teacher assignments are made thoughtfully, with teacher consent, and in service to the needs of the students, the curriculum, and the school's mission.

II. RESOLUTION REGARDING MULTIPLE SUBJECT INSTRUCTION (Ed. Code §44256)

WHEREAS, Education Code §47605(l) allows charter schools to utilize flexible, locally approved assignment options permitted by law and regulation;

WHEREAS, Education Code §44256 authorizes the assignment of credentialed multiple subject teachers to departmentalized subject areas (as commonly practiced in California elementary settings), when specific coursework conditions are met;

WHEREAS, the Governing Board of Golden Valley Charter wishes to ensure that teaching assignments reflect both legal compliance and the school's pedagogical values;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter authorizes that any teacher holding a Multiple Subject Teaching Credential or Standard Elementary Credential may be assigned to teach

- The teacher has completed at least 12 semester units or 6 upper-division or graduate units in each subject to be taught, from a regionally accredited institution;
- The assignment is made with the teacher's informed and written consent;
- Such assignments are made in alignment with the school's mission and student developmental needs.

III. RESOLUTION REGARDING SINGLE SUBJECT INSTRUCTION IN MIDDLE SCHOOL (Ed. Code §44258.2)

WHEREAS, Education Code §44258.2 authorizes the assignment of a holder of a Single Subject Credential to teach in grades 5 through 8, provided certain conditions are met;

WHEREAS, [Employee Name] is employed by Golden Valley Charter, holds a Single Subject or Standard Secondary Credential, and:

- Has provided consent to teach in grades 5–8;
- Has completed at least 12 semester units or 6 upper-division or graduate units in the subject to which they are assigned;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter hereby authorizes the assignment of [Employee Name] to teach the subject of [Subject] in grades 5 through 8, in accordance with Education Code §44258.2.

IV. POLICY FOR VERIFYING SUBJECT MATTER COMPETENCE FOR DEPARTMENTALIZED ASSIGNMENTS (Ed. Code §44258.3)

Intent: In recognition of the rich life experiences and additional qualifications held by our faculty, the Education Code allows schools to assign credentialed teachers—outside of their credential authorization—to teach in a departmentalized setting (grades K–12), when the teacher has adequate subject knowledge and gives consent, and when the Board adopts a policy to verify subject matter knowledge.

A. Development and Implementation of the Policy

The Governing Board of Golden Valley Charter affirms that:

- This policy has been developed in consultation with subject matter specialists, including mentor teachers, curriculum coordinators, certified subject-area teachers, Waldorf-trained specialists, and/or college faculty.

- Subject matter specialists will support the implementation of this policy by participating in the verification process.

B. Verification Methods

Subject matter competence may be demonstrated through one or more of the following methods, facilitated by the School Site Leadership, or Executive Director or designee, in collaboration with subject matter specialists:

- Observation of the teacher delivering lessons in the subject area

- Oral interview to assess knowledge and curricular alignment

- Demonstration lessons

- Presentation of curricular or student work portfolios

- Written exam or self-assessment

- Review of coursework and professional development

C. Criteria for Assignment

Verification shall include, but is not limited to:

- Evidence of knowledge aligned with the California Curriculum Framework and Waldorf pedagogy for the relevant subject and grade level

- Demonstrated capacity to deliver developmentally appropriate content

- The teacher's written consent to the assignment

V. RESOLUTION: ASSIGNMENT TO ELECTIVE COURSES BASED ON SPECIAL

WHEREAS, Education Code §44258.7(c) allows a full-time teacher with special skills or preparation outside of their credential area to be assigned to teach an elective course, with approval of an Assignment Committee;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Trustees of Golden Valley Charter School establishes an Assignment Committee consisting of:

- ___ teachers, selected by their peers;
- ___ administrators, selected by school leadership (equal in number to the teachers);

The Leadership Committee will:

- Review requests for elective teaching assignments based on special skills;
- Approve assignments valid for one school year, renewable upon review;
- Ensure that assignments align with the school's mission and curriculum goals;

A plan outlining the Assignment Committee's structure, procedures, and criteria will be submitted to the School Site Leadership, or Executive Director or designee, as required.

VI. RESOLUTION: ASSIGNMENT UNDER EDUCATION CODE §44263 (Single or Multiple Subject)

WHEREAS, Education Code §44263 authorizes a credentialed teacher to be assigned to teach:

- A single subject class, if they have completed 18 semester hours (or 9 upper-division or graduate units) in that subject;
- A multiple subject class, if they have completed 60 semester hours, distributed among the ten areas of a diversified major (as defined in Ed. Code §44314), with a variance of up to 3 units allowed in any one area;

WHEREAS, [Employee Name] meets the above coursework requirements and has provided their consent;

NOW, THEREFORE, BE IT RESOLVED:

The Governing Board of Golden Valley Charter hereby authorizes [Employee Name] to be assigned to teach a [single/multiple] subject class in the subject area of [Subject], in accordance with the provisions of Education Code §44263.

VII. Final Notes

This policy and associated resolutions reflect Golden Valley Charter's commitment to lawful governance, pedagogical integrity, and the thoughtful support of our teachers' capacities to serve the evolving needs of our students. All assignments shall be made in good faith, in collaboration with the faculty member, and with deep respect for the teacher's preparation and calling.

GOLDEN VALLEY
CHARTER SCHOOLS

Code of Conduct for Board Members

GOLDEN VALLEY
CHARTER SCHOOLS

Code of Conduct for Board Members

Purpose:

The Board of Trustees provides clear, shared expectations for behavior, ensuring members act with integrity, honesty, and in the organization's best interest, thereby fostering trust, promoting ethical conduct, ensuring Golden Valley upholds Waldorf's mission, vision, values, and philosophy through maintaining public reputation and transparency. These policies guide trustees in fulfilling their fiduciary duties by providing a framework for ethical decision-making, preventing conflicts of interest, and setting standards for professional conduct to achieve the organization's mission. All Board of Trustees members will complete the oath of office annually or when appointed to the Board of Trustees.

Waldorf Student-Centered Focus:

1. Members of the Board of Trustees ("Board") of Golden Valley Charter Schools ("Golden Valley") will be continuously guided by what is best for all students of Golden Valley.

2. Members of the Board Trustees ("Board") actions are consistent with the core principles of Waldorf Education as articulated by the Association of Waldorf Schools of North America (AWSNA) and California State Education Standards

Equity in Attitude:

1. Members will be fair, just, and impartial in all their decisions and actions.
2. Members will accord others the respect they wish for themselves.
3. Members will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship:

1. Members will keep in mind that, alone, they are not the Board, and as such, they will not purport to act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
2. Members will ensure legal and financial integrity, safeguard the school's financial health through responsible management.
3. Members will be accountable to the public by representing Golden Valley's policies, programs, priorities, and progress accurately.
4. Members will work to ensure prudent and accountable use of Golden Valley's resources.

Honor in Conduct:

1. Members will tell the truth.
2. Members will not release confidential information.
3. Members will share their views while working towards a consensus.
4. Members will respect the majority decision as the decision of the Board of Trustees.
5. Members will base their decisions on fact rather than supposition, opinion, political purpose, or public favor.

Commitment to Service:

1. Members will focus their attention on fulfilling the Board of Trustees' responsibilities of fiscal health, goal setting, policymaking, and accountability.
2. Members will diligently prepare for and attend Board meetings.
3. Members will avoid personal involvement in activities the Board has delegated to the Executive Director or Designee.
4. Members will seek continuing education that will enhance their ability to fulfill their duties effectively.

Each Individual Board Member Will:

1. Keep the Waldorf learning environment and achievement for all students as the primary focus.
2. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the Golden Valley community.
3. Act with dignity and carry oneself with mindfulness, recognizing that one's words, actions, and presence at school functions, community events, classroom gatherings, and other public moments reflect upon and represent Golden Valley Charter Schools.
4. Participate in professional development and commit the time and energy necessary to be an informed and effective leader.
5. Understand the distinctions between Board and administration roles, and refrain from performing management functions that are the responsibility of the Executive Director or Designee and staff.
6. Comply with applicable laws and Golden Valley's policies, including, but not limited to, those related to conflicts of interest.

Board Member Interactions

In alignment with the principles of Waldorf education and collaborative spirit of our Charter School, all members of the governance body commit to engaging in open and respectful dialogue. Diverse perspectives are welcomed as a vital part of our shared decision-making. Members will strive to listen with intention, speak with care, and approach disagreement with equanimity- recognizing that differing views are not personal, but growth opportunities. Body

language, tone, and presence should reflect a mood of mutual respect, thoughtful reflection, and kindness toward one another/

GOLDEN VALLEY
CHARTER SCHOOLS

Conflicts of Interest Policy

GOLDEN VALLEY
CHARTER SCHOOLS

Conflicts of Interest Policy Pursuant to the Political Reform Act of 1974 (Government Code §§ 87100, *et seq.*) and Government Code section 1090

1. **Introduction and Purpose**

In the spirit of transparency, integrity, and community stewardship, the Board of Trustees of Golden Valley Charter Schools (the "School"), a Waldorf-inspired educational institution, formally adopts this Conflict of Interest Policy ("Policy"). This Policy is intended to ensure that all decisions made by the School's leadership are grounded in fairness, guided by ethical standards, and in the best interest of the students, faculty, and the wider community.

This Policy applies to all current and prospective Board members

2. Definitions

- Designated Persons: Board members
- Remote Interests: These are specific types of financial interests in contracts that are recognized under California Government Code §1091. These apply primarily to Board members and are referenced in this Policy as "disqualifying interests."
- Non-Interests: These are financial interests that, under Government Code §1091.5, do not disqualify an individual from participation, though they must still be disclosed. These also fall under the term "disqualifying interests" in this Policy.

(Refer to Exhibit A for the full legal definitions under California Government Code §§ 1091 and 1091.5.)

3. Disclosure Responsibilities
A. Statement of Economic Interests (Form 700)
All Designated Persons must complete and file Form 700 (Statement of Economic Interests) as required by law. This form discloses financial interests that could foreseeably be affected by decisions made in their role at the School.

- Investments
- Interests in real property
- Business positions
- Sources of income

B. Timing of Filings

- Assuming Office Statement: Filed within 30 days of beginning service or candidacy.

- Annual Statement: Filed by April 1 of each year.

- Leaving Office Statement: Filed within 30 days of leaving the role.

All forms will be provided by the School and submitted to the School's designated filing officer, who will retain copies and forward originals to the reviewing authority.

4. Disqualification and Recusal

A. General Rule- No Designated Person, nor their spouse or dependent children, may be financially interested in any contract or decision made in their official capacity. Individuals must recuse themselves when their participation would constitute a conflict of interest under state law.

A "disqualifying financial interest" arises when a decision could reasonably have a material financial effect on the individual or their immediate family, distinguishable from its effect on the general public.

B. Examples of Disqualifying Actions:
Making or participating in a decision includes:

- Voting
- Recommending or advising on a decision
- Directing action or entering contracts
- Attempting to influence others through formal or informal means

5. Procedures for Disqualification

For Board Members:

1. Oral Disclosure must be made at the meeting, after the item is announced but before discussion or vote.

2. The member must not participate in the discussion or decision.

3. If the matter is addressed in closed session, the conflict must be disclosed in open session before entering closed session. The member must not be present during the closed session discussion or have access to non-public materials related to the item.

All disclosures must be included in the official minutes.

6. Approval of Contracts Involving Disqualifying Interests
Before approving any contract involving a Designated Person with a Remote or Non-Interest:

- The Board must determine:

    1. The contract serves the best interests of the School.

    2. The terms are fair and reasonable.

    3. No more advantageous arrangement could be obtained with reasonable effort.

These findings must be documented in the Board's minutes and/or the School's financial records.

Note: Disqualified individuals do not count toward the quorum for that item.

7. Adoption and Amendments
This Policy was:

- Adopted on: April 15, 2026

- Amended on: [Insert Date, if applicable]

EXHIBIT A

Government Code § 1091. Remote interest of officer or member

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, "remote interest" means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the "real or ultimate ownership" of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(17) That of an owner or partner of a firm serving as an appointed member of an unelected board or commission of the contracting agency if the owner or partner recuses themselves from providing any advice to the contracting agency regarding the contract between the firm and the contracting agency and from all participation in reviewing a project that results from that contract.

(18) [1/1/26] That of a public officer if the public officer's child is an officer or director of, or has an ownership interest of 10 percent or more in, a party to a contract entered into by the board or board of which the officer is a member, if this information is actually known to the public officer.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

§ 1091.5. Interests not constituting an interest in a contract

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is "noncompensated" even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, "agreement" includes contracts and grants, and "park," "natural lands," and "historical resources" shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any

activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.

(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

GOLDEN VALLEY
CHARTER SCHOOLS

Dissolution of School Policy

GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Charter School Dissolution of School Policy

Golden Valley Charter- Waldorf Inspired Public Charter School

I. Purpose and Philosophy

At Golden Valley Charter, we strive to cultivate a vibrant learning community centered on the principles of Waldorf education and public school accessibility. In the unlikely event that our school must close — whether through non-renewal, revocation of the charter, or a decision by the Governing Board of Trustees— we are committed to ensuring a thoughtful, transparent, and respectful closure process that honors our students, families, faculty, and the broader community.

II. Designated Entity for Closure Activities

The entity responsible for carrying out the closure process will be Golden Valley Charter or another designated organization. This entity will oversee all activities related to school closure, in accordance with the California Education Code and California Code of Regulations, Title 5, Section 11962.

III. Notification of Closure

In the event of school closure, the designated entity will issue a formal written notice to the following parties:

- All parents and guardians of enrolled students
- The charter authorizer (San Juan Unified School District)
- The County Office of Education (Sacramento County)
- The Special Education Local Plan Area (SELPA)
- Retirement systems such as CalSTRS, CalPERS, and Social Security
- The California Department of Education (CDE)

Each notice shall include the following information:

- The effective date of the school's closure

- Names and contact information for individuals available to answer questions regarding the closure

- Clear instructions for how families can obtain pupil records, including a record of completed courses and grades that meet Golden Valley Charter's graduation requirements (and those of traditional public schools, where applicable)

IV. Additional Closure Responsibilities

The following activities shall be completed by the School, in coordination with the designated entity:

A. Student Records

- A list of students by grade level and completed coursework, along with each student's district of residence, will be submitted to the San Juan Unified School District.

- All cumulative pupil records, including state assessments and special education files, will be transferred to and maintained by San Juan Unified School District, unless otherwise directed by law or authorizing agencies.

- Pupil records will be managed in accordance with Education Code §49061(b).

B. Personnel Records

- All employee records (e.g., performance evaluations, grievance documentation, credential information) will be transferred to and maintained by Golden Valley Charter Schools, as defined in Labor Code §1198.5.

C. Independent Final Audit

The designated entity will ensure completion of an independent final audit within six months of the official closure date. This audit may also serve as the school's final annual audit and shall include:

- A complete accounting of all financial assets, including cash, accounts receivable, and material inventory

- A detailed list of liabilities, such as outstanding payables, loans, apportionment reductions, and unpaid employee compensation

- An assessment of the use and final disposition of all restricted funds

D. Distribution of Assets

After all debts and obligations are settled, remaining assets will be handled in accordance with law and in a manner aligned with Golden Valley Charter School's founding intentions and agreements. This includes:

- Returning any grant or categorical funds in compliance with state or federal requirements, including final reporting
- Returning donated items or materials per donor agreements, where applicable

E. Final Reporting

The designated entity will file any final reports required by Education Code §47604.33 and applicable federal or state funding sources.

V. Funding for Closure Activities

Closure-related expenses shall be covered using the following identified source(s) of funding:
[Insert funding source identified in the charter petition (e.g., reserve funds, restricted accounts, etc.)].
[Note: The designated funding source should be clearly stated in the school's charter and financial plans.]

VI. Optional: Nonprofit Dissolution Procedures (If Applicable)

If the governing board of the nonprofit corporation operating Golden Valley Charter elects to dissolve the organization upon closure of the school, the following process shall be followed:

A. Board Resolution for Dissolution

The Board of Trustees may, by majority vote, approve a resolution to formally wind up and dissolve the corporation. The Board shall retain full legal authority to manage the winding-up process both before and after the Certificate of Dissolution is filed with the California Secretary of State.

B. Conducting the Wind-Up

The nonprofit shall cease operations unrelated to closure, except as needed to protect goodwill or manage the sale or transfer of remaining assets.

C. Legal Notices

Upon initiating dissolution:

- Written notice will be provided to all known creditors and claimants
- Required filings will be submitted to the California Secretary of State and the Attorney General's Office
  [Note: If the nonprofit has members, those members must also receive notice and participate in the dissolution process in accordance with the bylaws.]

VII. Guiding Principles for Closure

Throughout the closure process, Golden Valley Charter School and its designated representatives will act with compassion, integrity, and transparency, guided by the following values:

- Ensuring a smooth and supportive transition for every student
- Preserving the dignity and wellbeing of faculty and staff
- Honoring the community bonds and shared experiences that have shaped our school

We recognize that while school closure is a legal and operational process, it is also an emotional and communal one. We will do everything possible to honor the contributions of all who have walked through our doors and uphold the spirit of Waldorf education until our final day.

GOLDEN VALLEY
CHARTER SCHOOLS

Delegation of Power Policy

GOLDEN VALLEY
CHARTER SCHOOLS

Duties and Responsibilities- Delegation of Power Policy
(adapted from CSDC, 2024 Board Governance Policy#1 Board Governance Policy)

Purpose: This policy outlines the respective roles and responsibilities of the governing board of trustees and the administrative staff within the Golden Valley Charter School, a Waldorf Public Charter School. In alignment with Waldorf educational values- such as collaborative leadership, clarity of mission, and developmental harmony– it is essential to define the boundaries of responsibility between governance and administration to ensure the school functions effectively and remains mission-aligned.

In most schools, including Waldorf public charter schools, clear delineation of roles helps prevent misunderstanding, such as board overreach into daily operations ('micro-management") or administrative failure to carry out core responsibilities. As is common in the charter school sector, the governing board is composed of dedicated school community volunteers. Accordingly, it is both practical and necessary for this board to delegate the day-to-day operations of the school to a qualified Executive Director, or designee, Lead Administrator.

However, such delegation does not absolve the board of trustees of its legal and ethical duties to uphold the school's mission, vision, values, protect its longer-term health, and fulfill its fiduciary obligations (see "Fiduciary Duties" and "Legal Limitations" below)

This policy reflects a model in which the governing board has delegated operational authority to the Executive Director or designee (e.g. School Director of Education), while retaining its core oversight and governance functions. This policy should be reviewed and adapted to reflect Golden Valley Charter's specific practices, and must align with the school's bylaws, articles of incorporation, state or local laws, charter, and applicable law.

Legal Limitations – California Corporations Code:
Delegation: Under the California Corporations Code, nonprofit public charter schools are permitted to delegate management duties to individuals or committees, as long as the board of trustees retains ultimate responsibility and oversight. It is essential that the scope of authority delegated to school leadership be clearly articulated and that the board's oversight responsibilities be maintained. This policy serves as a guide to help maintain the balance and comply with legal requirements.

Fiduciary Duties of Board Members to the Non-Profit Corporation: As board of trustee members of a nonprofit Waldorf Charter school are held to fiduciary standards in carrying out their governance responsibilities. These duties are divided into three key areas:

1. Duty of Care- Board members must act with diligence, informed judgment, and in good faith to advance the interest of the school. They are expected to act as reasonably prudent individuals would in similar circumstances, taking care to remain informed and to ask appropriate questions when needed. Board of trustee members may rely on competent staff, professional advisory, or board committees- as long as their reliance is reasonable and made in good faith.

2. Duty of Loyalty-This duty requires board members to act in the best interest of the school, avoiding conflicts of interest or self-dealing. Any potential conflicts must be fully disclosed, and the interested board member must recuse themselves from decision-making. A separate conflict of interest policy should be consulted for more specific guidance.

3. Duty of Obedience-Board members are responsible for ensuring that the school remains faithful to its Waldorf mission and complies with its founding documents (bylaws, charter, articles of incorporation) and applicable laws. Actions must be aligned with the school's stated purpose and not exceed the authority granted by law or organizational policy.

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Trustees and the school's Lead Administrator- Executive Director, work together as a governance team in operating Golden Valley Charter ("School"). The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board of Trustees and the role of the Executive Director, Diegnee, or Lead Administrator.

Role of the Governing Board

Vision and Strategic Plan:

- The Board drafts, modifies, and approves the School Mission and in each subsequent year, reevaluates the School Mission;

- The Board reviews, provides input, and approves the one- and five-year Strategic Plans submitted by the Executive Director or designees, or School Lead Administrator.

- The Board adopts policies to successfully implement the School Mission and Strategic Plans.

- The Board provides an annual review of the School's Lead Administrator to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring:

- The Board, or a committee thereof, annually reviews student performance based on state and federally mandated assessments and sets goals for student achievement;

- The Board, or a committee thereof, periodically reviews student performance based on school-level assessments and sets goals for student achievement on school-level assessments.

- The Board reviews and adopts academic policies to achieve the student achievement goals.

- The Board approves all academic performance reports to all federal, state, and local agencies as required by law;

- The Board approves a Local Control Accountability Plan (LCAP) and also annually reviews, updates the LCAP as needed.

- The Board, or a committee thereof, researches or develops student data collection systems and periodically reviews them to ensure their effectiveness.

Staffing and Personnel:

- The Board reviews and approves personnel policies and any amendments thereto;

- The Board hires and terminates, upon nomination and recommendation of the Executive Director, or designee

- The Board hires, evaluates, and terminates the employment of the Executive Director or designee Administrator.

- The Board establishes performance goals for the Executive Director or designee Administrator and communicates the goals to the Executive Director or designee Administrator.

- The Board annually reviews the Executive Director or designee Administrator's employment contract, and reevaluates it yearly;

- The Board establishes and annually reviews the Executive Director or designee Administrator succession and recruitment plans;

- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);

- The Board hears and decides employee grievances

Parent, Student, and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;

- The Board, or a committee thereof, hears and decides student suspension appeals, if applicable;

- The Board reviews and approves student and parent policies and any proposed amendments thereto;

- As needed, the Board communicates with the media and community at large, consistent with the School's Mission and Vision.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;

- The Board reviews and approves the school's annual academic calendar and class schedule.

- The Board, or a committee thereof, solicits and selects the school's independent financial auditor, oversees the auditor's work, and receives the auditor's report(s);

- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;

- The Board, or a committee thereof, reviews and approves the audit report;

- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts;

- The Board approves construction and remodeling of facilities;

- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;

- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto;

- The Board recruits prospective Board members;

- The Board orients new Board members;

- The Board, as needed, provides training to its members;

- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports;

- The Board, as needed, reviews charter school renewal proposals and reports.

Delegation of Power to the Lead Administrator

The Board delegates the following powers to the Director, or his/her delegate:

Vision and Strategic Plan:

- The Lead Administrator provides input to the Board when it drafts, modifies and approves the School Mission and in each subsequent year when it reevaluates the School Mission;

- The Lead Administrator drafts and submits to the Board the School's one- and five-year Strategic Plans;

- The Lead Administrator implements the Board-adopted policies to implement the School Mission and Strategic Plans, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- The Lead Administrator creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The Lead Administrator implements the goals for student achievement on such assessments.

- The Lead Administrator quarterly creates a report reflecting student performance based on school-level assessments, provides a copy to the Board, reviews the performance with the Board or a committee thereof, and provides input to the Board when setting goals for student assessment on school-level assessments. The Lead Administrator implements the goals for student achievement on school-level assessments.

- The Lead Administrator implements Board-adopted policies to achieve the student achievement goals, by, among other things, adopting appropriate procedures and training staff on policies and procedures;

- The Lead Administrator creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;

- The Lead Administrator consults with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan, which is approved by the Board annually.

- The Lead Administrator develops the school calendar and class schedule and provides them to the Board for approval.

Staffing and Personnel:

- The Lead Administrator drafts all personnel policies and presents them to the Board for review and approval. The Lead Administrator also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval.

- The Lead Administrator nominates and recommends hiring and terminating all school personnel other than the Director and presents those nominations and recommendations to the Board, for final approval or rejection. Often the Lead Administrator is given authority to make staffing decisions without board approval. The Lead Administrator is responsible for all recruitment activities associated with the hiring of school personnel;

- The Lead Administrator recommends the salaries for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval;

- The Lead Administrator ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation.

- The Lead Administrator implements all personnel policies, including the school's internal complaint procedures. If applicable, the Lead Administrator presents employee grievances to the Board, which hears and decides them (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

Parent, Student and Community Relations

- The Lead Administrator implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.

- The Lead Administrator follows the policies and procedures adopted for student

- The Lead Administrator drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Lead Administrator drafts amendments to the student and parent policies, and presents them to the Board for approval;

- At the request of the Board, the Lead Administrator communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

Finance and Budget

- The Lead Administrator drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Lead Administrator drafts amendments to the fiscal policies, and presents them to the Board for approval;

- The Lead Administrator drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;

- The Lead Administrator drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;

- The Lead Administrator implements the responses to the audit report as instructed by the Board.

Facilities

- The Lead Administrator conducts school site needs assessments at the direction of the Board;

- The Lead Administrator conducts capital campaigns as needed;

- The Lead Administrator implements any facilities policies.

Charter Performance and Renewal

- The Lead Administrator annually drafts any required school performance reports for Board review;

- The Lead Administrator, as needed, drafts charter school renewal proposals and reports.

GOLDEN VALLEY
CHARTER SCHOOLS

Governance Norms & Protocols

GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Charter Board of Trustees Governance Norms and Protocols

Golden Valley Charter Schools – Board of Trustees Governance Commitment

Purpose:

The Board of Trustees ("the Board") of Golden Valley Charter Schools ("Golden Valley") recognizes its central role in stewarding the vision and mission of a public Waldorf education. The Board is entrusted with setting a clear vision, developing policies, ensuring accountability, and supporting the long-term health and integrity of the organization.

The Board will focus on strategic planning, policymaking, and communication, and will refrain from involvement in the day-to-day management of school operations. Operational responsibilities are delegated to the Executive Director or their designee, who manages daily functions and brings forward recommendations, proposals, and informed suggestions on matters requiring Board action.

Together, the Board and the Executive Director or designee will engage in thoughtful goal setting for the organization. The Board will also set its own goals to support continuous improvement and uphold its responsibilities.

Board meetings are official meetings held in public, not open-forum town halls. The Board is committed to conducting its meetings with clarity and purpose, providing opportunities for community input at designated times. In doing so, the Board ensures that a range of community voices inform deliberations while maintaining the structure necessary for effective governance.

The Board is committed to consistently following established processes to ensure fairness, transparency, and equity in all proceedings. Trustees will prepare thoroughly, seek ongoing development through governance training, and engage with peer networks to strengthen their leadership capacity.

As public representatives of Golden Valley Charter Schools, Board members will lead by example. They will act with integrity and mindfulness, avoiding language or behavior that may reflect negatively on individuals, the Board, or the school community. While healthy debate and diverse perspectives are encouraged, discussions will be conducted with respect, care, and a

Board Protocols

Board protocols describe how the Board members serve and perform during and outside of meetings.

Boards operate in meetings. Individual Board members do not have the authority to act on behalf of the Board. The only authority to direct action rests with the body as a whole, and it takes the action of the Board to set direction. Outside of meetings, individual members operate as advocates and community leaders.

The following protocols outline how individual members of this Board agree to conduct both the public's business and themselves:

1. Agenda Questions Asked Prior to a Meeting:

    a. At the Executive Meeting, the Board Chairperson and/or Vice Chair will communicate to all Board members individually to determine if any additional items should be included on the Agenda with the Executive Director, or Designee.

    b. Board members have an opportunity to communicate with the Executive Director or Designee one-on-one before the Board meeting to discuss comments/questions on the agenda. Within Brown Act guidelines and to the greatest extent possible, Board members should attempt to have the Executive Director or Designee resolve concerns with items in the proposed agenda at this one-on-one meeting in order to save time at the subsequent public meeting.

    c. Board members will, insofar as possible, let the Executive Director or Designee and staff know ahead of time when a request for information will be made in public so that staff can be prepared to provide a thorough answer.

2. Future Agenda Items:

    a. If there are at least two Board members who wish to place an item on the agenda, it will be placed on a future agenda in a timely manner by the Executive Director or Designee.

    b. Requests for Future Agenda Items by Board members will be determined under the "Future Agenda Items" section of the Board Meeting agenda. If the Board Chairperson determines that two members agree to add an agenda item, such item will be referred immediately to the Executive Director or Designee for inclusion

on a future agenda.

c. The Board recognizes that, from time to time, issues may arise during the periods between scheduled meetings that require immediate presentation to the Board. In these cases, the Board Chairperson and the Executive Director or Designee will decide whether to include such item(s) on an upcoming agenda without the concurrence of a second Board member.

d. Members of the public may submit written requests at any time for agenda items to any Board member, who will then forward the request to the Board Chairperson and the Executive Director or Designee. The Public may also make a verbal request for an agenda item at the meeting during public comments on non-agendized items. However, in order to be placed on a future agenda, such requests must be supported by at least two Board members per the above guidelines.

3. Consent Agenda:

   a. The purpose of the Consent Agenda is to expedite routine operational business with minimal discussion.

   b. The Board will move and approve the Consent Agenda as a whole unless items are removed by at least one member. Items on the Consent Agenda may be removed when approving the agenda at the beginning of the meeting or when the Consent Agenda item comes up for action. Discussion and vote on particular items occur only when an item is removed. There are generally two specific times that call for an item to be removed:
      i. When a member plans to vote "no"
      ii. When a member needs further information or discussion before deciding how to vote.

   c. Removed items trail to the end of the Consent Agenda (after the vote) or to a future meeting at the discretion of the Board Chairperson.
   d. Prior to the vote-seeking approval for the Consent Agenda, Board members may comment on an item without removing it from the Consent Agenda.

4. Requests for Information:

   a. If it appears that a request for information made by a Board member during a meeting will take considerable staff time, the Board Chairperson will restate the request and ask the Executive Director or Designee for input regarding the time

and resources involved. The Board Chairperson will then seek consensus from the entire Board to see if a majority supports the request.

b. Board members will not direct questions to the staff/teachers outside of public meetings. Board members must submit all questions directly to the Executive Director or Designee.

c. When an individual Board member requests information from the Executive Director or Designee, the information will be provided to all Board members.

Board Communication & Conduct Protocols

Staff Contact

In the interest of clarity, respect for roles, and healthy communication boundaries, all Board members will direct school-related or operational inquiries through the Executive Director or their designated representative. This central point of contact helps preserve appropriate governance structures and ensures staff can focus on their work with minimal disruption.

If a Board member feels a need to connect directly with another staff member, they should first speak with the Board Chairperson and then consult the Executive Director or designee before initiating contact.

Spokesperson Responsibilities

The Board Chair/Vice Chairperson serves as the designated spokesperson for the Board, especially in response to emails or other communications addressed to the full Board. The Chair/Vice Chair may respond with brief acknowledgments or clarifications regarding previous Board actions, when appropriate.

All such communications will be shared—via courtesy copy—with the Executive Director or designee and the full Board to ensure transparency and collective awareness.

These communication guidelines aim to maintain a thoughtful balance between:

- Being responsive and respectful to community input,
- Promoting clear and efficient communication, and
- Upholding compliance with all open meeting laws.

Speaking with a Unified Voice

Public statements made on behalf of the Board will come only from the Board Chair/Vice Chairperson or, when appropriate, the Executive Director or designee.

When individual Board members speak in public, to community groups, or with the media, they are expected to clarify when they are expressing personal opinions, not those of the Board as a whole.

Maintaining a clear distinction between personal views and official Board positions is essential to uphold the integrity and unity of the Board's voice.

Participation in Golden Valley Events

Board members are warmly encouraged to attend school events and gatherings as a way to stay connected to the heart of the school—its students, staff, and curriculum.

For the sake of planning, safety, and respect for learning environments, Board members are asked to:

- Coordinate visits through the Executive Director or designee, and
- Notify the Board Administrative Assistant in advance so the visit can be noted on the Board calendar.

This helps ensure visits are well-timed and that school leadership is aware of Board presence.

Receiving Complaints or Concerns

When a member of the community or staff brings a concern to a Board member, the following steps are recommended:

1. Listen with empathy and presence, using active listening skills to fully understand the issue.
2. Restate what you've heard to ensure clarity.
3. Ask whether the person has followed the school's internal complaint or resolution process.
    - If they haven't, kindly refer them to the appropriate path of communication.

    - If they have, ask what outcomes they hope for and what role they expect the Board member to play.

4. Clarify that you will share the concern with the Executive Director or designee.

5. Encourage the individual to follow up if the matter remains unresolved.

6. Notify the Executive Director or designee of the concern as soon as possible.

If the concern is specifically about the Executive Director or designee, the Board member should instead notify the Board Chair/Vice Chairperson, who will seek legal guidance before taking any further steps.

This protocol supports the Waldorf values of transparency, mutual respect, and thoughtful governance, while helping the Board remain within its appropriate scope of responsibility.

GOLDEN VALLEY
CHARTER SCHOOLS

Procedure for Policy Adoption

GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Charter Procedure for Policy Adoption

Aligned with the principles of Waldorf Education and California meeting laws of the Brown Act

I. Purpose and Intent

At Golden Valley Charter Schools, we view policy development as an evolving, collaborative process grounded in reflection, inclusivity, and alignment with our mission to educate the whole child. The creation and stewardship of school policy should reflect the thoughtful input of our broader school community while maintaining consistency with our obligations as a public charter school and nonprofit organization.

This policy outlines the procedure by which the Board of Trustees adopts, revises, and communicates policies to ensure that governance decisions are transparent, participatory, and grounded in both the law and the values of Waldorf education.

II. Commitment to Open Governance

In accordance with California's open meeting laws, including the Brown Act, all actions related to the adoption or revision of school policy will be conducted in a manner that is open, public, and accountable. A committee will be formed by the Board of Trustees annually, for policy development, and will follow applicable open meeting requirements. Board members and staff are encouraged to seek guidance from legal counsel regarding compliance with these laws.

III. Guiding Principles for Policy Development

- Clarity and Transparency: Policies shall be written clearly and shared openly so that students, families, faculty, staff, and community members understand the decisions guiding our school.

- Inclusiveness: Voices from across our school community, including educators, administrative staff, families, students, and community partners, are welcome in raising potential policy topics.

- Collaboration and Inquiry: Policy development is seen as a shared responsibility grounded in listening, discernment, and seeking alignment with our educational mission.

- Stewardship: Policies are living documents that require regular review and care to remain relevant and effective.

IV. Steps in the Policy Process

1. Raising a Policy Issue

Any member of the school community—including faculty, staff, students, parents, or interested community members—may bring forward a potential policy topic by submitting a completed Policy Issue Form (approved by the Board of Trustees) to the Executive Director or their designee.

The Executive Director, or designee, will forward the issue to the Chair of the Policy Committee within one week of receipt.

Members of the Board of Trustees may also raise policy matters directly to the Policy Committee using the same form. If a policy topic arises during a Board meeting, it shall be recorded by the Policy Committee using the approved form.

The Policy Committee may also initiate its own policy inquiries and document them accordingly.

2. Investigation and Exploration

Upon receiving a policy issue, the Policy Committee will determine how best to understand the context and needs surrounding the issue. This may include:

- Conducting its own investigation

- Seeking input from relevant stakeholders (e.g., faculty, staff, parents, students)

- Delegating the investigation to a staff member or working group

This process should be guided by curiosity, respect, and a desire to understand multiple perspectives.

3. Policy Drafting

Following its inquiry, the Policy Committee will determine whether a new policy or revision is needed. If so, the committee may:

- Draft the policy internally, or
- Delegate drafting to a relevant staff member, working group, or outside expert

Drafts should be rooted in the mission and pedagogical philosophy of the school, as well as applicable legal and operational standards.

4. Board Review and Adoption

Proposed policies shall be presented to the full Board of Trustees during a regular or special public meeting. Policy adoption, revision, or repeal shall require a majority vote of the Board.

All Board actions regarding policy shall occur in accordance with the Brown Act and be fully open to the public.

V. Community Participation and Communication

The school community shall be provided with an opportunity to offer input on proposed policies before final adoption or revision. This may include:

- Public comment at Board meetings
- Community listening sessions
- Written input through designated communication channels

All adopted policies shall be:

- Maintained in an organized policy binder by the Board Chair or a designated Board member, with assistance from staff
- Available during regular business hours for public review
- Shared with all new Board members, who will receive an orientation and overview of key policies from a designated staff member

VI. Ongoing Review and Renewal of Policies

To ensure our policies remain responsive and relevant, the Policy Committee will complete a full review of all existing policies by September each year. The committee will:

- Identify any policies that require revision
- Report its findings to the Board at the next regular meeting
- Follow the same process outlined above for any needed revisions

As with new policies, revisions may be supported by individuals or working groups appointed by the Policy Committee, drawing on the expertise and wisdom within our school community.

Template 2: Golden Valley Charter Policy Routing and Approval Form

1. Proposal Details
   - Policy Title: _____
   - Date Submitted: _____
   - Requested Action: ☐ New Policy ☐ Policy Revision ☐ Policy Deletion
   - Requesting Individual/Department: _____
   - Contact Person: _____

2. Review and Approval
   - Reviewer: Policy Committee
   - Date Reviewed: _____
   - Action: ☐ Approved (Recommend for next level) ☐ Not Approved ☐ More Information Needed
   - Comments: _____
     _____
     _____
     _____
     _____
     _____
     _____
   - Reviewer: [Next Level, e.g., Board of Trustees] _____
   - Date Reviewed: _____
   - Action: ☐ Approved ☐ Not Approved

- Comments: _____
_____
_____
_____
_____
_____
_____

3. Final Approval
- Final Approval Date: _____
- Effective Date: _____
- Authorized Signature: _____

Template 3: Committee resolution template

A resolution is a formal statement of a decision or position taken by a governing body, such as the policy committee.

RESOLUTION

Resolution on [Title of Resolution]: _____
_____

WHEREAS, [state the first fact or rationale for the resolution, providing background context]; ___
_____
_____
_____
_____ and

WHEREAS, [state the second fact or rationale]_____
_____
_____
_____
_____; and

WHEREAS, [state any additional facts or rationales]; _____
_____
_____
_____

NOW, THEREFORE, BE IT RESOLVED that the [Organization Name] Policy Committee recommends that the [Board of Directors/Executive Board] [state the specific action to be taken, e.g., "adopt the new policy on remote work"].

_____

_____

_____

_____

BE IT FURTHER RESOLVED, that this resolution, once approved, will be added to the official minutes of the meeting.

Adopted by the Policy Committee on [Date].

Signed by:

- Committee Member: _____
- Board of Trustees Chair: _____

GOLDEN VALLEY
CHARTER SCHOOLS

Public Records Act Requests

GOLDEN VALLEY
CHARTER SCHOOLS

Golden Valley Charter Public Records Act Requests

I. Purpose

This Policy for Public Records Act Requests ("Policy") sets forth Golden Valley Charter School's In ("Golden Valley" or "School") policies and procedures regarding requests for inspection of the School's public records under the California Public Records Act ("PRA") (Government Code section 7920.000 *et seq.*). The School is committed to providing members of the public with reasonable access to its public records consistent with the law.

II. How to Request Records

Requests for the School's public records must be submitted to:

Human Resources Manager: Nikki Freitas

Address: 1000 River Rock Drive, Suite 220 Folsom CA 95630

Email: nfreitas@goldenvalleycharter.org

To ensure that requests can be responded to appropriately and to avoid ambiguity and confusion, Golden Valley encourages that all requests be made in writing. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Executive Director or designee will reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor. To the extent possible, the requester should specify, in writing, the records sought with sufficient detail to enable the School to identify particular records.

III. Right to Inspect

To the extent required by law, the School will make available all public records open to inspection by any person during normal business hours and by appointment. Copies of public records may be obtained by any person, subject to compliance with the procedures outlined in this Policy and consistent with the law.

IV. Records Exempt from Disclosure

There are numerous circumstances under which School records are exempt from disclosure.

records may be exempt, the School will determine which records or a portion thereof are exempt from disclosure consistent with the PRA and other relevant state and federal laws.

V. Procedures for Responding to Requests for Inspection or Copies of Records

Within ten (10) calendar days of receiving a PRA request, the Executive Director or designee will acknowledge receipt of the request and inform the requester whether the School has disclosable public records in its possession that are responsive to the request. If the School determines that it has disclosable documents responsive to the request that are not exempt, it will make the documents available within a reasonable time and indicate to the requester an estimated date that the disclosable public records are expected to be made available.

In unusual circumstances, the Executive Director or designee may extend the 10-day time period for up to an additional fourteen (14) calendar days by providing written notice to the requestor. The written notice shall set forth the reasons for the extension and the date on which the School expects to inform the requester of whether the School has disclosable public records in its possession that are responsive to the request. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request:

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request.

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request.

3. The need for consultation, which will be conducted with all practicable speed, with another agency having substantial interest in the determination of the request or among two or more components of the agency having substantial subject matter interest therein.

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If a request is ambiguous or unfocused, the School may ask for clarifying information from the requester. The School will do all of the following, to the extent it is reasonable under the circumstances, in assisting the requester to make a focused and effective request that reasonably describes an identifiable record or records:

1. Assist the requester in identifying records and information that are responsive to the request or to the purpose of the request, if stated.

2. Describe the information technology and physical location in which the records exist.

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought.

These requirements are deemed to have been satisfied if the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record or records.

Any notification denying a request for public records in whole or in part shall be in writing and state the name and title of each person responsible for the denial. If the School withholds any record due to an exemption, the School shall justify the withholding by demonstrating that the record in question is exempt under the PRA, or that on the facts of the particular case the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure.

Golden Valley may charge a reasonable fee (not to exceed the direct costs of duplication) for copies of public records or other materials requested by individuals or groups. For the current fee, please direct questions to Golden Valley Central Office. These costs are made up of the direct cost of duplication. It does not include the cost of locating, retrieving, or inspecting records.

Requests to waive associated fees related to the direct cost of duplication must be submitted to the Executive Director or designee's Office.

GOLDEN VALLEY
CHARTER SCHOOLS

Board Meetings-Brown Act Compliant

GOLDEN VALLEY
CHARTER SCHOOLS

School Board Meetings-Brown Act Compliant

(adapted from CSDC, 2024 Board Governance Policy#5-School Board Meetings-Brown Act Compliant)

I. Types of Meetings
   A. Regular Meetings:

The Brown Act requires that the regular meetings of the board of directors be open to the public.

Meeting defined: A meeting (whether regular or special) is defined very broadly as any congregation of a majority of board of trustees members at the same time and place to hear, discuss or deliberate upon any item that is within the subject matter jurisdiction of the board. Deliberation in this context connotes not only collective decision making, but also the collective acquisition and exchange of facts preliminary to the ultimate decision. Thus, virtually any congregation of a majority of board members constitutes a meeting—even if the congregation is an informal or inadvertent one.

Serial meetings prohibited: The Brown Act prohibits so-called serial meetings, where a board majority uses direct communication, personal intermediaries or technological devices (such as email) to develop a collective concurrence as to action to be taken on an item by the board members. Thus, discussions (whether via phone, e-mail, text, or in person) among a majority of board members that are used to achieve a concurrence constitute a "meeting" even if the individual members are not physically present.

Advisory committees and standing committees: Advisory and standing committees created by formal action or resolution of the board are considered to be legislative bodies subject to the Brown Act. However, advisory committees comprised solely of board members that are less than a quorum are not legislative bodies, unless they are standing committees. All standing committees, those that have a continuing subject matter jurisdiction or a meeting schedule fixed by resolution or other formal action of a legislative body, are legislative bodies subject to the Brown Act. Standing committees typically include executive committees, fiscal committees, audit committees and/or curriculum committees. There may be others. Check your school's resolutions, bylaws or other minutes to determine if you have standing committees subject to the Brown Act. Meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting are considered as regular meetings of the committee.

When are regular meetings held? The organization's bylaws or a board resolution usually set the schedule for regular meetings of the board. This policy is drafted in a manner that assumes that the regular meetings are scheduled every year by board resolution and are usually set monthly or quarterly.

Regular Meetings are held

Located in the Same County: The governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or charter schools are located. A two-way teleconference location shall be established at each school site, and/or central office.

Discrimination: Another consideration when determining where to have an open board meeting is the requirement that the location meet the protections and prohibitions contained in the Americans with Disabilities Act, and the implementing rules and regulations. Additionally, the meeting may not be conducted in a facility that prohibits the admittance of any person on the basis of race, religious creed, color, national origin, ancestry or sex, or where members of the public are required to make a payment or purchase in order to attend.

The Corporations Code provides that board meetings may be held any place that has been designated in the notice or in the bylaws or board resolutions. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code.

Teleconference options: There are three teleconferencing options available for board members if certain rules are followed, but only two may be utilized when there is no proclaimed state of emergency. Under the original teleconferencing rules, the board is required to post agendas at all teleconference locations, each teleconference location shall be identified in the notice and agenda, and each location shall be accessible to the public (which must be open to those with disabilities and be non-discriminatory in operation). During the teleconference, at least a quorum of the members shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location.

Legislative bodies may follow different teleconferencing rules if there exists "Just Cause" or "Emergency Circumstances."

During times with a proclaimed state of emergency, a third set of rules may be followed.

All votes taken during a teleconferenced meeting under any of the rules shall be by rollcall.

The Corporations Code provides guidelines for teleconferencing options, but they are less restrictive than the Brown Act guidelines. Thus, if the school follows the Brown Act, it will be in compliance with the Corporations Code as well.

Regular meetings of the Board of Trustees of Golden Valley Charter Schools ("Board") shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular committee meetings.

Special Meetings

Special meetings are those meetings other than regular meetings and may be called at any time by the presiding officer of the board or by a majority of the board members. Certain notice provisions attach to special meetings, which are addressed below at II. See discussion in I.A. regarding location requirements, access limitations and teleconference options.

Special meetings may be called on an as-needed basis by the [title of the presiding officer of the legislative body] or a majority of the members of the board, consistent with legal requirements.

Emergency Meetings

Emergency meetings are permissible only when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities. An emergency situation is defined as a work stoppage, crippling activity or other activity that severely impairs public health and/or safety as determined by a majority of the board. It is also defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a board to provide one-hour notice before holding an emergency meeting may endanger public health and/or safety as determined by a majority of the board.

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

Notification of Meetings

Meetings subject to the Brown Act must be publicly noticed, posted on the school's website and notice must also be provided to board members, the length of which depends upon the type of meeting held.

Length of notice: Regular meetings require 72 hours notice; special meetings require 24 hours notice; emergency meetings require 1 hour notice and sometimes less.

The Corporations Code provides that regular meetings may be held without notice if the time and

Content of notice: "Notice" is a bit misleading for purposes of board meetings because in practice, the "notice" identifying the time and location of the meetings will simply be identified at the top of the agenda prepared for the meeting. Thus, "notice" simply means providing a copy of the agenda (containing the proper identifying information) to the public (via display and posted on the school's website), delivering it to the media (if requested) and to the board members. Specifically, regular meetings require that the agenda be posted containing, among other things, the time and location of the regular meeting. (A further discussion of the content required for agendas may be found below.) Special meetings require that the notice specify the time and place of the special meeting and the business to be transacted or discussed. Emergency meetings require notice of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible. (See further discussion below regarding notice to media for emergency meetings.)

Notice to board members: The Brown Act does not prescribe how and when board members receive a copy of the notice of regular meetings, presumably because regular meetings are scheduled by resolution or other formal action of the board. It is, however, recommended that the same notice be provided to the board members as the regular public (i.e., at least 72 hours). For special meetings, the meeting may be called by delivering written notice to each board member in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the special meeting. Board members may file with the board secretary a written waiver of notice, which may be given by telegram or at the time of the meeting. For emergency meetings, there is no specified time frame for members to receive notice.

The Corporations Code provides that for special meetings, notice be provided four days in advance if given by first-class mail or 48 hours if delivered personally, by telephone or electronic transmission. This provision may not be waived by bylaws or articles of incorporation. A Board member may, however, waive the notice requirements. Thus, it is recommended that a nonprofit charter school operating under the Brown Act and the Corporations Code do one of the following: 1) Provide the Board members with notice in compliance with the Corporations Code (such as merely alerting them that there is a special meeting) and public notice in compliance with the Brown Act; or 2) Ask the Board members to waive their notice rights under the Corporations Code and follow the notice requirements of the Brown Act only. The latter makes more sense if the meeting is scheduled without four day's notice.

Notice to media and other members of the public: Regular and special meetings must be posted (i.e., post the agenda) in a location that is freely accessible to members of the public 24-hours a day and on the school's website if it has one. The Brown Act requires the online posting of the agenda on the primary website homepage of the School that is accessible through a prominent direct link to the current agenda. The direct link shall not be solely found in a contextual menu. If the school has an integrated agenda management platform, certain other provisions apply, including an exemption from the requirements that the agenda is placed on the homepage.

Additionally, notice of special meetings must be delivered to media outlets that have requested

received at least 24 hours before the time of the meeting. For emergency meetings, media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived; however, the medial shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Sending the agenda to members of the public: Persons may request that the agenda and supporting documents be mailed to that person at the time the agenda is posted or upon distribution to all, or a majority of, board members. If the person requests, the school may email a copy of, or website link to, the agenda or a copy of all documents constituting the agenda packet. If it is technologically infeasible to send a copy of all documents by email or other electronic means, the school may send it by mail. The request for agendas is only valid for the calendar year in which it is filed and must be renewed following January 1 of each year. The board may establish a fee for mailing the packet, which fee shall not exceed the cost of providing the service.

Additionally, agendas and any other writings, when distributed to all, or a majority of all, of the board members by any person in connection with a matter subject to discussion or consideration at a public meeting of the body, are disclosable public records under the California Public Records Act and shall be made available without delay when requested under the Public Records Act. This, however, does not include any writing exempt from disclosure under the Public Records Act.

Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting.

The notice and agenda will be posted on the School's website on the School's Website homepage through a prominent, direct link. The direct link shall not be in a contextual menu. [Alternatively, if your school uses an integrated agenda management platform, use the following language: "on the School's Website homepage through a direct link to the integrated agenda management platform. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an Internet Website with the current agenda at the top of the integrated agenda management platform."] The agenda [or integrated agenda management platform] shall be posted in an open format that meets all of the following requirements:

1) retrievable, downloadable, indexable, and electronically searchable by commonly used internet search applications;

2) platform independent and machine readable;

3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda..

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings. [Note: This task may be delegated to anyone within the organization.]

Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted on the School's website in line with the posting requirements described for Regular meetings [Note: only include this website posting if the school has a website] and in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's, or designee's, responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.
[Note: This task may be delegated to anyone within the organization.]

The agendas will be posted on the School's primary website homepage accessible through a prominent, direct link.

Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones

the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Agendas

Preparation of Agenda and Process There is no requirement that the agenda be prepared by any one particular person or group of persons within the board or school. It is important to designate someone to prepare the agenda so that there is someone responsible for it, and to set up a process to avoid disputes over what is placed on the agenda. Some boards designate a few board members to determine the content of the agenda. If you take this course, be careful not to designate the members by any formal action so as to avoid application of the Brown Act to the meeting to set the agenda. The process employed to create the agenda is also largely up to the board.

The Director, or designee, shall be responsible for preparing the agendas for all meetings of the Board. [Note: This task may be assigned to anyone within the organization.]

The Director, or designee, shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the Director, or designee, to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director, or designee, and/or Board Chair and/or Vice-Chair shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's or designee, office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director, or designee, may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to the determination of whether to reconsider the agenda topic at the next Board meeting.

Contents of the Agenda

The Brown Act requires that the agenda provide a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The description generally need not exceed 20 words. The agenda also must include the time and location of the regular meeting.

Agendas for special meetings must include the time and place of the special meeting and the business to be transacted or discussed.

The agenda must also be made available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. The agenda shall include information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

When preparing the agenda for closed session items, special attention should be given to the confidentiality of the agenda items. Government Code section 54954.5 provides sample language for closed session items and if followed with substantial compliance, provides a safe harbor for the board.

In preparing the agenda, the Director, or designee, shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s) if using the original teleconferencing rules;

- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;

- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);

- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location, unless the board is operating pursuant to Government Code section 54953(e); and

- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Director, or designee, is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board. [Note: This task may be assigned to anyone within the organization.]

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials

designee. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

If written materials are provided to a majority of Board members less than 72 hours in advance of a regular meeting, the writing is to be available to the public for inspection at that time. The School's administrative offices located at [insert address] are designated for this purpose, which shall also be identified on the agenda. Additional processes for these written materials may be followed in accordance with Government Code section 54957.5(b)(2)(B).

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Participation at Meetings

The Brown Act provides the public with the right to testify at meetings. At a regular meeting, the public may comment on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the board. In a regular meeting, the board need not provide an opportunity for the public to address the board on any item that has already been considered by a committee, composed exclusively of members of the board, at a public meeting wherein the public was given an opportunity to address the committee on the item, before or during the committee's consideration, unless the item has been substantially changed since the committee heard the item. During public comment, a reminder of FERPA-slander-

Additionally, if the board requires multiple days to reach all of the items on the agenda of a regular meeting, the California Court of Appeal has found that only one general comment period is required, in addition to public comment on each agenda item. The following policy is drafted with the assumption that the board meeting will last only one day; thus, the general comment period and the public comment on each agenda item are combined into one comment period. It is recommended that if your board meeting will last multiple days, the public comment period on each agenda item be provided on the day in which the item will be discussed or decided.

At special meetings, the public is only given the right to address the board concerning items described in the meeting notice, and the opportunity must be given before or during consideration of that item.

Length of time of public comment: Government Code section 54954.3(b) vests the board with wide discretion concerning the adoption of regulations limiting the time at its meetings for public testimony on each issue and for each speaker. A limitation of five minutes or less for each speaker may be valid, depending upon the particular circumstances. What is a "reasonable" period of time for public discussion will necessarily vary with the facts and circumstances in each case. The time allocated for the meeting, the number of agenda items, the complexity of each item, and the number of persons wishing to address the legislative body on each item of general public interest would require consideration. If the board adopts the time limitation as a formally adopted policy, as is the case in this policy, the limitation should provide for a waiver by the board where necessary or appropriate pursuant to the usual rules governing deliberative bodies. This flexibility can be especially helpful when large numbers of persons wish to address the board because the board may want to more sharply limit the time that each person may speak and set a cap on the total time that those favoring and opposing an action may address the board.

The law provides that if the School limits the time for public comment, it is required to provide at least twice the allotted time to a member of the public who utilizes a translator to ensure that non-English speakers receive the same opportunity to directly address the board, unless simultaneous translation equipment is used to allow the board to hear the translated public testimony simultaneously.

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless additional time is granted by the Board. At the discretion of the [insert title of presiding officer of the Board], individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals will be granted 2 minutes each for public comment. Individuals who utilize a translator will be given twice the allotted time to a member of the public to ensure that non-English speakers receive the same opportunity to directly address the Board. If the Board makes available simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, this additional time allotment does not apply.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make personal impertinent, slanderous or profane remarks to any Board member, staff or the general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting

from the audience before the Board during that meeting. [Note: The Board may not prohibit public criticism of the policies, procedures, programs or services of the agency, or of the acts or omissions of the Board.]

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session. [Note: The board may also establish a procedure to readmit an individual(s) not responsible for willfully disturbing the orderly conduct of the meeting.]

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Disorderly Conduct: The presiding member(s) of the Board, or their designee, may remove, or cause the removal of an individual for disrupting the meeting. Prior to removing the individual, the presiding member or designee shall warn the individual that their behavior is disrupting the meeting and that their failure to cease the behavior may result in their removal. The presiding member or designee may then remove the individual if they do not promptly cease their disruptive behavior. Disrupting means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, one of the following: A failure to comply with reasonable and lawful regulations adopted by the Board or any other law or engaging in behavior that constitutes use of force or a true threat of force.

Time for public comment: All public comments concerning all matters shall be heard immediately after the meeting is called to order, roll call of board members, and moment of virtue, and prior to the formal discussion of the agenda topics by the Board and consideration of action.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, “Request to Address the Board” (located in the Board Meeting Room), and give it to the Board Chair, Vice-Chair, and/or Executive Assistant, or their designee.

Board discussion: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Certain discussions are prevented in special meetings and required announcements in regular meetings: The Board may not discuss in any special meetings the salaries, salary schedules or compensation paid in the form of fringe benefits of the Executive Director, or designee, (or other identified head of the School). This limitation, however, does not apply to the Board calling a special meeting to discuss the School's budget. Prior to taking final action, the Board shall orally report a summary of a recommendation for a final action on the salaries, salary schedules or compensation paid in the form of fringe benefits of the School's Executive Director, or designees, during the open regular meeting in which the final action is to be taken.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply:

1) A majority of the Board determines that an emergency situation exists (as defined by Govt. Code section 54956.5);

2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or

3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the [insert title of presiding officer of the Board] shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

Minutes of Board Meetings

The content of meeting minutes for open session is not prescribed by the Brown Act, with the exception of minutes for emergency meetings; however, the Brown Act does have requirements for the minutes of closed session meetings. The Brown Act requires that the board record each board member's vote or abstention for open and closed session items. The Corporations Code requires only that the nonprofit corporation maintain minutes of proceedings of its boards and committees. It does not provide any detail on the content.

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion, including the vote or abstention of every Board member present. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings [Note: minutes are not required to be kept for closed session meetings; if they are kept, there are rules that apply as articulated below.]: The Board designates [insert the title of a clerk or other officer or employee of the local agency] to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;

Original copy of all budget transfers;

Copies of any document determined by the Board to be attached to the official minutes; and

Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the full Board. No act of the Board is valid or binding unless a majority of all members concur therein.

Should there be less than a majority of the Board present at any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or recontinue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

Adjournment

The following discussion on adjournment is in compliance with the Brown Act. The Corporations Code provides that a majority of directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of the adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Board members who were not present at the time of the adjournment.

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent

time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Board Meetings When Operating During Proclaimed State of Emergency

The Board may modify its operations to hold meetings remotely when there is a proclaimed state of emergency and when one of the following applies:

1) state or local officials have imposed or recommended measures to promote social distancing; or

2) the Board holds a meeting for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or

3) the Board holds a meeting and has determined, by a majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

When the Board holds a meeting under these findings, it shall do the following:

Give notice of the meeting and post the agenda as normally required by the Brown Act.

The agenda shall identify and include an opportunity for all persons to attend via call-in option or an internet-based service option. There will be no requirement to provide a physical location from which the public may attend or comment.

The Board will conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the Board.

In the event of a disruption that prevents the Board from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the School's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board will not take further action on items appearing on the agenda until public access to the meeting via call-in option or internet-based service option is restored.

The Board will not require public comments to be submitted in advance of the meeting and will provide an opportunity for the public to address the Board and offer comment in real time.

[If your Board provides a timed public comment period for each agenda item, include this paragraph] Public comment shall not close for each agenda item, or the opportunity to register for public comment if applicable, until the timed public comment period for each agenda item has elapsed.

[If your Board does not provide a timed public comment period, but takes public comment on each agenda item, include this paragraph] The Board will allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register for public comment if applicable or otherwise be recognized for the purpose of providing public comment.

[If your Board provides a timed general public comment period, include this paragraph] Public comment shall not close, or the opportunity to register if applicable, until the timed general public comment period has elapsed.

Appendix E: Site Safety Plan

Golden Valley River School

Comprehensive School Safety Plan

Updated April 2026

Child Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to police or sheriff's department or the county welfare office.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to a police or sheriff's department or the county welfare office, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to police or sheriff's department or the county welfare office. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Principal or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Disaster Procedures, Routine and Emergency

The intent of this plan is to clarify school disaster procedures, both routine and emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

<u>Teacher Will:</u>

1. Give "duck, cover and hold" instructions in event of earthquake. In this case, each pupil and staff member shall take cover under a table or desk, drop to their knees, with the person's head protected by their arms, and the person's back to the windows. The drop procedure shall be held at least once a school quarter in elementary schools and at least once a semester in secondary schools.
2. Evacuate building in case of fire or after an earthquake
    - Take emergency folder and duffel bag and evacuate students to assigned area.
    - Yake first aid kit and duffel bag only when evacuating after an earthquake.
    - Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
    - Remain with class and report anyone who is missing.

- Take appropriate first aid action.
- Refrain from re-entering buildings until deemed safe.

3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.
2. Decide if evacuation to a designated shelter is necessary.

School Secretary Will:

1. If telephones are operable:
    - Notify the police department and/or fire department.
    - Monitor incoming phone calls.
2. Maintain communication with staff and outside agencies.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.

5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation. Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

Use of School Buildings, Grounds and Equipment

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment. To meet the needs of the community and non-government volunteer organizations such as the Red Cross, Golden Valley Charter Schools will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations. All requests for the use of this facility will be forwarded to the Central Office at 916-597-1478. Golden Valley will coordinate with the school site team for approval and determination of appropriate site access and security needs.

Refuge Shelter During an Evacuation Order by Local Authorities

Operational Area Coordination and Emergency Evacuation Procedures

Golden Valley Charter School – River Campus is located in **Orangevale, California**, within **Sacramento County**. The school falls under the jurisdiction of the **Sacramento County Operational Area (Sacramento County OA)**, which serves as the intermediate level of emergency coordination between local jurisdictions and the State of California Office of Emergency Services (Cal OES).

The Sacramento County Operational Area is responsible for coordinating emergency response, communication, and resource allocation among county departments, local agencies, school districts, and charter schools during emergencies, including natural disasters, fires, and large-scale evacuations.

Evacuation and Refuge Shelter Procedures

In the event of an evacuation order or emergency requiring relocation, Golden Valley Charter School will prioritize the **safety and accountability of all pupils and staff** before considerations related to campus facilities.

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Procedures include:

- Immediate implementation of the school's evacuation protocols as outlined in the
- Emergency Response section of this Safety Plan
- Supervised evacuation of students by classroom teachers and assigned staff using established evacuation routes
- Staff will carry emergency rosters, first aid kits, and essential student information
- Attendance will be taken once students reach the designated evacuation or refuge location

Identification of Refuge Shelters

The school maintains **pre-identified primary and secondary off-site refuge locations** appropriate for walking-distance evacuations and larger-scale relocations, as coordinated with local authorities. Refuge locations are selected based on safety, accessibility, capacity, and suitability for supervising students.

If conditions require relocation beyond pre-identified sites, the school will follow direction from emergency responders and the Sacramento County OA.

Communication and Coordination With the Operational Area

During an evacuation or fire-related emergency:

- School administration will notify the **Sacramento County Operational Area** or follow OA-directed communication channels as appropriate

- Coordination with local fire, law enforcement, and emergency management agencies will be maintained through the OA
- The school will follow OA guidance regarding sheltering, relocation, reunification, and re-entry
- Families will be notified using established communication systems (e.g., ParentSquare, phone, email) as soon as it is safe and feasible

Fire Response and Protection of School Facilities

Once all pupils and staff are confirmed safe and accounted for:

- The school will cooperate fully with fire authorities and the Sacramento County OA regarding site access and emergency operations
- Decisions related to the defense of school structures, utilities, and facilities will be directed by fire officials and the OA
- School staff will not re-enter evacuated areas unless cleared by appropriate authorities
- Staff receive training on evacuation routes, supervision responsibilities, and emergency communication procedures
- Evacuation and OA coordination procedures are reviewed regularly and updated as needed to align with county and state emergency management requirements

Rules and Procedures of School Discipline

Student Discipline, Suspension, and Expulsion Procedures

Golden Valley Charter School maintains and enforces a comprehensive Student Behavior Policy and Suspension and Expulsion Policy designed to ensure a safe, orderly, and supportive learning environment for all students, staff, and community members. These policies align with applicable provisions of the California Education Code and are applied consistently across all school-sponsored activities, including on-campus instruction, school-sponsored events, and transportation to and from school.

General Student Discipline Framework

The school emphasizes restorative practices, progressive discipline, and developmentally appropriate responses to student behavior. Interventions may include, but are not limited to:

- Classroom-based behavioral supports and teacher-led interventions
- Restorative conversations and conflict resolution
- Behavioral support plans and collaboration with families
- Counseling, social-emotional supports, and referrals to support services
- Administrative interventions when warranted

Disciplinary responses are designed to correct behavior, support student growth, and maintain campus safety while minimizing disruption to learning whenever possible.

Suspension and Expulsion

Golden Valley Charter School may impose suspension or recommend expulsion when a student's conduct violates school rules, threatens the safety of others, or substantially disrupts the educational environment, in accordance with Education Code sections 48900–48927 and the school's adopted policies.

Suspension or expulsion decisions are made with consideration of:

- The age of the student
- The nature and severity of the behavior
- Prior interventions and disciplinary history
- Safety and supervision considerations

Due process protections, including notice and the opportunity for a hearing when required, are provided in all applicable cases.

Acts Requiring Mandatory Recommendation for Expulsion

In accordance with Education Code section 48915(c), the school **shall immediately suspend and recommend expulsion** for a student who commits any of the following acts at school, at a school activity, or while under the supervision of school personnel:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery
- Possessing an explosive

When any such act occurs, the school will:

- Immediately remove the student from the situation to ensure safety
- Notify appropriate law enforcement agencies as required
- Initiate suspension and expulsion procedures without delay
- Implement emergency response protocols as outlined in the Safety Plan
- Communicate with families consistent with legal and confidentiality requirements

Integration With School Safety Procedures

Student discipline policies are closely integrated with the school's emergency response, threat assessment, and reporting procedures. Behavior that presents a potential danger, violent threat, or unlawful activity is addressed promptly using coordinated administrative, disciplinary, and safety protocols.

All staff are trained on reporting requirements, supervision responsibilities, and escalation procedures to ensure timely response and consistent application of policy.

The Golden Valley Charter School Student Behavior Policy and Suspension and Expulsion Policy are:

- Board-adopted
- Provided to families annually
- Available through the school office and school website

These policies are reviewed periodically to ensure compliance with state law and alignment with best practices for student safety and wellbeing.

Notifying Teachers of Dangerous Pupils

When the Principal becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous five years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file in the school office. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisorial or disciplinary responsibility over the student, including special education teachers, specialty teachers, coaches, and after-school program staff.

Anti-Discrimination and Anti-Harassment Policies

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.

<u>Definitions</u>

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 immediate 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

Golden Valley River
Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigation and Disposition of Complaints

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.

Schoolwide Dress Code Prohibiting Gang-Related Apparel

This plan aligns with California Education Code requirements stating that:

- A schoolwide dress code may prohibit pupils from wearing gang-related apparel.
- The Comprehensive School Safety Plan must define "gang-related apparel" if such a dress code exists.
- The definition must be limited to apparel reasonably determined to threaten the health and safety of the school environment.
- Gang-related apparel is not considered protected student speech for the purposes of this dress code.
- The dress code must be enforced consistently by the principal or designee on school grounds and at school-sponsored activities.

1. Definition of "Gang-Related Apparel"

   For purposes of this plan and the district's dress code, "gang-related apparel" refers to:

   - Any article of clothing, accessory, symbol, gesture, or manner of wearing apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health or safety of the school environment by indicating or implying

membership or association with a gang, criminal organization, or group engaged in unlawful or violent activities.

This definition is limited strictly to items that pose a legitimate safety threat and is based on evidence, law enforcement guidance, and ongoing safety assessments.

Gang-related apparel may include, but is not limited to, items that:

- Display specific colors, numbers, letters, symbols, or insignia associated with known gangs.
- Are worn in specific combinations, folding patterns, or styles that signify affiliation.
- Replicate local or regional gang dress commonly identified by law enforcement.
- Have been involved in intimidation or violence within the school community.

A regularly updated list of prohibited items—developed in consultation with local law enforcement, safety personnel, and community input—will be maintained by the site administrator and disseminated to families annually.

2. Dress Code Enforcement

The dress code policy, including the prohibition on gang-related apparel, shall be enforced consistently:

- On all school campuses
- During school hours
- At all school-sponsored activities, including athletics, field trips, dances, performances, and extracurricular events

A. Responsible Personnel

- The principal is the primary authority for enforcement.
- The principal may designate administrators, campus supervisors, teachers, counselors, or other appropriate staff to assist in enforcement.

B. Enforcement Procedures

When a student is found to be wearing or displaying gang-related apparel:

i. The staff member will address the issue promptly and discreetly.
ii. The student will be asked to remove, cover, or exchange the item if possible.
iii. The item may be confiscated, consistent with school policy.
iv. Staff will notify the principal or designee.
v. Parent/guardian contact will occur for repeated violations or when the item poses an immediate safety concern.
vi. Restorative or educational approaches may be used to address underlying issues.

Disciplinary action shall follow the district's existing discipline framework and state guidelines and shall not be punitive beyond what is reasonably necessary to ensure safety.

3. Non-Discrimination and Equity

   The enforcement of this policy:

   - Must be fair, unbiased, and culturally sensitive.
   - Shall not unfairly target students based on race, ethnicity, national origin, religion, or cultural expression.
   - Shall adhere to the legal requirement that only apparel creating a reasonable safety concern may be restricted.

4. Updates and Review

   Recognizing that gang affiliation symbols may evolve, the list of prohibited items will be reviewed:

   - Annually as part of the Comprehensive School Safety Plan review
   - After consultation with local law enforcement or community safety partners
   - Following any incident that may require revision

   Changes will be communicated promptly to staff, students, and families.

5. Declaration of Non-Protected Status

   In accordance with California Education Code, for purposes of this dress code:

   - Gang-related apparel is not considered a protected form of student speech or expression due to the substantial threat it poses to the safety and security of the school environment.

   This clarification ensures that safety-driven restrictions are legally enforceable.

The GVCS Dress Code can be found in the Student and Family Handbook located on the Golden Valley website (https://goldenvalleycharter.org/Policies-Regulations).

Safe Ingress and Egress to and from the School

Main Loop and Staff Lot:

- Pull ALL THE WAY forward before dropping off or picking up.
- Form one line and keep right.
- 15 second drop-off/pick-up.
- Drivers may not exit the vehicle.

- Students may not enter/exit vehicle from driver's side.
- Please wait until your child is safely away from your vehicle & onto the curb/ or in pedestrian walkway before driving off.
- You may safely merge out of the drop-off/pick-up lane to exit the Lot or Loop, to keep the flow.
- NO LEFT TURNS OUT OF THE MAIN LOOP.
- Left turns out of the Staff Parking Lot are okay.
- Please use your blinker when exiting the Staff Lot; it is okay to form two lines to exit left or right.

Driving:

- Observe 5 MPR in loop/parking lot.
- No cell phone use please – stay focused.
- No U-Turns on Lake Natoma Drive.
- Do not cause traffic back-ups on Lake Natoma. Instead, please continue on around the block & come back through when traffic is flowing.
- Watch for children and other pedestrians.

Parking:

- Do not park or stop in crosswalks or red zones.
- Do not block neighbors' driveways or vehicles.
- Do not double-park/stop in the street to drop off your child.
- Do not move neighbors' trash cans in order to park your car.
- Do not park or drop-off in the red zone in front of the school office.
- Do not park in the staff parking lot unless you are staff and have a parking permit, or have a handicapped placard.
- Please allow vehicles to access to enter/exit Handicap spaces in Staff Lot.

Walking:

- Always use the crosswalks when crossing the street—children AND adults.
- Do not walk across the middle of the parking lot or loop —please use the striped yellow path and/or sidewalks instead.

Please be courteous and follow the directions given by our Traffic Monitors. If you have any questions or concerns, please contact the office.

Tactical Responses to Criminal Incidents

Lockdown/Take Cover

The LOCK DOWN procedure is used in situations when there is a high likelihood of imminent danger to students or staff. Examples are an intruder on campus or dangerous person in the

area. LOCKDOWNS are initiated by the Principal or designee. They are usually made with the recommendation from Law Enforcement, although this is not a requirement.

A LOCK DOWN will be initiated by a series of short blasts using the bell system along with the announcement "LOCK DOWN, LOCK DOWN, LOCK DOWN" through the phone. This requires that the teachers lock their doors, close and cover their windows, and direct students to take cover under their desks or on the floor away from the windows. As much as possible, everyone should be out of sight.

If you hear "RING- RING -RING ...", OR "LOCK DOWN, LOCK DOWN, LOCK DOWN".... Initiate lock down procedures!!!

- Get all students to the first/closest lockable room
- If you have a door that opens to an adjacent room, lock it as well
- Look for and gather any students who may be near your room and bring them into the security of that room
- Your class room should remain locked until further instructions are delivered over the intercom. If you must open your door during a LOCK DOWN to let a student in, EXERCISE EXTREME CAUTION!!!
- Pull curtains and lock doors. Cover ALL windows including door window;
- Take roll using roster in front of Safety Folder and Individual Room Life Surveys;
- Identify/list missing and injured students.
- Identify/list extra students sheltered in classroom (student name and teacher name);
- Wait for designated contact in the office/command center to call you, then report status ("all present," "all present plus student A from teacher B's classroom,") etc.
- Remain in room with door locked until all-clear signal is given.

REMEMBER: If a student is not in your room when a LOCKDOWN is ordered, it means that the child has been directed into the nearest secure room. Wait to be called from the office to report missing or extra students using the INDIVIDUAL ROOM LIFE SURVEY.

Assessment and Response to Reports of Dangerous, Violent, or Unlawful Activity

- Call emergency Lockdown/Shelter-in-Place/Evacuation
- Call 9-1-1
- Communicate via cell phone to any group off campus (field trip or walking field trip)
- If dangerous, violent or Unlawful activity occurs during a field trip/nature walk:
    - Evacuate students/instruct chaperones to escort students to a safe space
    - Call 9-1-1
    - Call school to inform when students are safe and secure
    - School will notify CO and parent body when able

Cardiac Arrest or Similar Life-Threatening Medical Emergency

Purpose and Scope

This section establishes procedures to recognize and respond to sudden cardiac arrest (SCA) or other life-threatening medical emergencies occurring on school grounds. The purpose is to ensure rapid, coordinated, and effective intervention consistent with nationally recognized evidence-based emergency cardiac care guidelines, including American Heart Association (AHA) recommendations.

The plan applies to:

- Students
- Staff
- Visitors
- Volunteers
- Community members using facilities (e.g., after-hours events)

Legal Authority

This section is included pursuant to the July 1, 2025, California School Safety Plan requirement for procedures that address response to cardiac arrest or similar medical emergencies.

This plan is designed to reflect guidance from:

- American Heart Association (AHA) Cardiac Emergency Response Plan (CERP)
- AHA CPR and Emergency Cardiovascular Care (ECC) Guidelines
- California Education Code – School Safety Plan requirements
- Good Samaritan liability protections under California law

Definitions

Sudden Cardiac Arrest (SCA): A life-threatening condition in which the heart suddenly stops beating effectively, leading to collapse, unresponsiveness, and lack of breathing or abnormal breathing.

Automated External Defibrillator (AED): A portable device that analyzes the heart rhythm and provides an electric shock when indicated.

First Responder Team (FRT): Designated school staff trained in CPR/AED use who respond to medical emergencies on campus.

Cardiac Emergency Response Plan (CERP): A coordinated plan that establishes specific roles and responsibilities to ensure rapid response to cardiac emergencies.

Evidence-Based Core Elements

This plan incorporates the AHA's recommended core components, including:

- Early recognition
- Early activation of 911
- Early CPR
- Early defibrillation using AEDs
- Effective coordination among staff and EMS
- Post-event review and continuous quality improvement

Roles & Responsibilities

School Administration

- Maintain the Cardiac Emergency Response Plan as part of the CSSP.
- Designate a Cardiac Emergency Response Coordinator (often the school nurse or designee).
- Ensure AEDs are accessible, maintained, and inspected regularly.
- Support staff training and awareness efforts.

Cardiac Emergency Response Coordinator

- Maintain AED inventory, inspection logs, and service schedules.
- Ensure signage, mapping, and public awareness of AED locations.
- Coordinate schoolwide CPR/AED training opportunities.
- Lead post-incident evaluation and quality improvement efforts.

Staff Trained in CPR/AED

- Serve as First Responder Team members.
- Respond immediately to cardiac emergencies.
- Provide hands-only CPR and use AED until EMS arrives.
- Participate in annual refresher training.

All Staff

- Recognize signs of cardiac arrest.
- Immediately call 911 and activate school emergency protocols.
- Retrieve AEDs when directed.

AED Placement, Access & Maintenance

AED Placement

AEDs shall be located in high-visibility, easily accessible areas consistent with AHA recommendations, including but not limited to:

- Main office
- Gymnasium or multipurpose room
- Cafeteria

Goal: AED should be retrievable and applied to the victim within 3 minutes of collapse.

AED Signage

- AED locations shall be marked with standardized signage.
- AED locations shall be included on the campus safety map and in the Emergency Procedures Quick Guide.

Maintenance

- Monthly visual inspection of devices (battery status, pads, cabinet function).
- Annual testing/maintenance per manufacturer guidelines.
- Replacement of used or expired pads and batteries promptly.
- Documentation maintained for 5 years.

Recognition of Cardiac Arrest

Staff should suspect a sudden cardiac arrest if an individual:

- Collapses unexpectedly
- Is unresponsive
- Is not breathing or is gasping
- Has no detectable pulse (if trained to check)
- Exhibits seizure-like activity upon collapse

When in doubt, treat as cardiac arrest.

Emergency Response Procedures (AHA-aligned)

Immediate Actions (First 1–2 Minutes)

1. Assess responsiveness and breathing.
2. Call 911 immediately (or direct another staff member to do so).
3. Activate school emergency response system (call office/main admin).

4. Start hands-only CPR (push hard and fast in center of chest).
5. Send someone to retrieve the nearest AED.

AED Use

Once an AED arrives:

1. Turn on the AED and follow audio/visual prompts.
2. Expose the chest and attach pads.
3. Ensure no one is touching the victim during rhythm analysis.
4. Deliver shock if advised.
5. Resume CPR immediately after shock until AED instructs otherwise or EMS arrives.

Continued Care

- Continue CPR/AED cycles until EMS takes over.
- Provide information to EMS (collapse time, CPR started, AED shocks delivered).

Communication Protocol

During and after an emergency:

- Main office will notify administration and call security/campus supervisors if applicable.
- Administration will coordinate site access for EMS.
- After the emergency is resolved, the administrator or nurse will notify the parent/guardian (if a student), district office, and any required agencies.

Post-Incident Review & Documentation

Within 48 hours, the Cardiac Emergency Response Coordinator will:

- Complete a written incident report
- Download and submit AED event data (if applicable)
- Conduct a debrief with responders
- Identify improvement opportunities for training or plan updates

The Safety Committee will review the incident in its next meeting.

CPR/AED Training

The school encourages:

- Annual hands-on CPR training for staff
- AED familiarization sessions
- Integration of CPR/AED skills into staff safety meetings
- Training aligned with AHA or other nationally recognized programs

Liability Protections

Staff acting in good faith and within the scope of their training are protected under:

- California Good Samaritan Law
- Federal Cardiac Arrest Survival Act
- Education Code liability protections

Annual Review

This plan shall be reviewed:

- Annually during the CSSP update cycle
- After any cardiac emergency event
- When AED equipment or placement changes
- When national guidelines are updated

Revisions will be approved through the standard governance process and shared with all school employees.

Opioid Overdose

In accordance with California Education Code §49414.3

Overview & Purpose

This section outlines the school's procedures for preventing, recognizing, and responding to opioid overdoses on campus. The goal is to ensure rapid, safe, and coordinated response to suspected overdoses using naloxone (Narcan) or other state-approved opioid antagonists.

Legal Authority

California Education Code §49414.3 authorizes schools to:

- Maintain opioid antagonists on site
- Train voluntary personnel to administer naloxone
- Provide emergency medical assistance during a suspected opioid overdose

Roles & Responsibilities

School Administration

- Ensure naloxone supply is maintained, stored securely, and accessible.
- Identify and support voluntary staff participants.

- Include opioid overdose procedures in emergency response training and drills.

School Nurse / Health Services Designee

- Provide or coordinate annual staff training.
- Maintain inventory, expiration tracking, and documentation.
- Oversee reporting and follow-up procedures.

Authorized Trained Personnel

- Respond to suspected overdoses.
- Administer naloxone per training and protocol.
- Activate EMS and follow chain-of-command notification procedures.

Procurement, Storage & Inventory

1. Naloxone will be obtained from the California Naloxone Distribution Project, local public health agencies, or pharmacies under a standing order.
2. Medication will be stored in clearly marked, secure, but rapidly accessible locations such as the Main Office.
3. Inventory will be logged and monitored monthly for expiration.
4. Used or expired doses will be disposed of per manufacturer and health department guidelines.

Recognition of Opioid Overdose

Staff should suspect opioid overdose if any three or more of the following are observed:

- Unresponsiveness or inability to wake
- Slow, shallow, or absent breathing
- Pinpoint pupils
- Blue or gray lips, fingernails, or skin
- Snoring, choking, or gurgling sounds
- Evidence of drug paraphernalia nearby

Note: Staff should treat any medical emergency with these symptoms as a suspected overdose unless definitively known otherwise.

Emergency Response Procedures

Immediate Actions

- Ensure scene safety.
- Call 911 and report a suspected opioid overdose.
- Notify the main office and request a trained responder and naloxone kit.
    - Check for breathing and responsiveness.

- Provide CPR or rescue breathing if trained and safe to do so.

Administration of Naloxone A trained responder shall:

1. Follow protocol for nasal spray or auto-injector administration.
2. Note time of administration.
3. If victim does not respond within 2–3 minutes, administer a second dose if available.
4. Continue monitoring breathing and provide care until EMS arrives.

Transfer of Care

- EMS personnel assume medical care upon arrival.
- Used naloxone devices should be provided to EMS for disposal.

Communication & Follow-Up

Required Notifications

After the emergency is stabilized, school administration will notify:

- Parent/guardian (unless unsafe or prohibited)
- District office or superintendent
- School nurse/health services
- Other agencies as required by law

Documentation (within 24 hours)

Incident report must include:

- Student/individual involved
- Symptoms observed
- Time and dosage of naloxone administered
- Staff responders
- Actions taken before EMS arrival
- Outcome and follow-up recommendations

Confidentiality

All documentation and communication shall comply with:

- FERPA
- HIPAA (if applicable)
- District confidentiality protocols

Staff Training

Training is voluntary and must be completed annually. It will include:

- Signs and symptoms of opioid overdose
- Safe and correct naloxone administration
- Emergency activation and communication
- Good Samaritan protections
- Post-incident reporting

A roster of trained personnel will be maintained in the Safety Plan's Emergency Response Team (ERT) appendix.

Liability & Good Samaritan Protections

Per Education Code §49414.3:

- Staff administering naloxone in good faith and in accordance with training are protected from civil liability and disciplinary action.
- Participation is voluntary; no employee is required to administer medication.

Annual Review & Updates

This section of the Safety Plan shall be reviewed:

- Annually during the Safety Plan update cycle
- After any naloxone administration event
- When laws, training, or medications change

Updates will be approved through the school's standard Safety Plan approval process.

Medication & Emergency Medical Response

Purpose

This establishes procedures for the safe administration of medication, and the prevention and response to medical emergencies, including anaphylaxis, in accordance with California Education Code sections 49423, 49423.1, 49414, and related statutes.

Administration of Medication

Authorization Requirements

The Charter School shall not administer medication to any student unless the following conditions are met:

1. A written statement from a licensed healthcare provider specifying:
    - Name of medication
    - Dosage, method, and time schedule
    - Duration of administration
    - Statement that medication is necessary during school hours

2. A written statement from the parent/guardian:
    - Requesting administration of medication
    - Granting permission for communication with the healthcare provider
3. For self-administration of emergency medication (epinephrine or inhalers):
    - Written confirmation from the healthcare provider that the student is capable of self-administration
    - Written parent/guardian consent and liability acknowledgment

Medication authorization forms shall be renewed annually and whenever changes occur.

Designation of Personnel

Medication shall be administered only by:

- A credentialed school nurse, or
- Designated trained school personnel acting in accordance with California law

Storage and Handling

1. All medications shall be:
    - Stored in a locked and secure location
    - Clearly labeled with student identification
2. Refrigerated medications shall be stored in a locked refrigerator
3. Access shall be limited to authorized personnel only
4. Unused or expired medication shall be returned or disposed of per applicable law

Documentation and Recordkeeping

The school shall maintain a Medication Administration Record (MAR) for each student, including:

- Healthcare provider authorization
- Parent/guardian consent
- Medication log documenting:
    - Date, time, dosage
    - Method of administration
    - Name and signature of administering personnel

All records shall be maintained in compliance with student confidentiality laws (FERPA and applicable state law).

Error Reporting

Any deviation from the prescribed medication procedure shall be reported immediately to:

- School administration
- Parent/guardian
- Healthcare provider (as appropriate)

Emergency Medical Response

General Emergency Procedures

1. All staff shall maintain current First Aid and CPR certification
2. In the event of a medical emergency:
    - Immediate care shall be provided
    - Emergency Medical Services (911) shall be contacted when necessary
    - Parents/guardians shall be notified promptly

The Charter School shall not honor Do Not Resuscitate (DNR) orders, and staff shall initiate resuscitative efforts in all cases.

Emergency Epinephrine and Anaphylaxis Response

Stock Epinephrine Requirement (EC §49414)

The Charter School shall:

- Maintain a supply of epinephrine auto-injectors
- Ensure availability during the school day and at school-sponsored activities
- Store epinephrine in an accessible but secure location

Training Requirements

The Charter School shall designate and train personnel in:

- Recognition of anaphylaxis symptoms
- Proper administration of epinephrine auto-injectors
- Emergency follow-up procedures

Recognition of Anaphylaxis

Anaphylaxis is defined as a severe, potentially life-threatening allergic reaction, which may include:

- Respiratory distress (wheezing, shortness of breath)
- Swelling of throat or tongue
- Hives or widespread rash
- Difficulty swallowing or speaking
- Signs of shock

Administration of Epinephrine

Trained personnel may administer epinephrine when:

- A student or individual is reasonably believed to be experiencing anaphylaxis
- A physician is not immediately available

Epinephrine may be administered:

- With a student-specific prescription, or
- From the school's stock supply

Emergency Response Protocol

Upon administration of epinephrine:

1. Call 911 immediately
2. Notify school administration
3. Contact parent/guardian
4. Monitor the individual until emergency responders arrive
5. Document the incident in accordance with school procedures

Emergency Preparedness and Communication

- The Charter School shall maintain:
  - Updated emergency contact information for all students
  - Readily accessible emergency response protocols
- Staff shall be informed of:
  - Students with known medical conditions (as appropriate)
  - Emergency procedures and assigned roles

Confidentiality

All student medical information shall be:

- Treated as confidential
- Shared only with personnel who have a legitimate educational interest
- Maintained in secure and restricted-access records

Annual Review

These procedures shall be:

- Reviewed annually as part of the Comprehensive School Safety Plan
- Updated as needed to ensure compliance with California law and best practices

The school is committed to maintaining a safe and responsive environment for all students by ensuring compliance with California Education Code requirements related to medication administration and emergency medical response, including the availability and use of epinephrine for anaphylaxis.

Field Trips: Safety & First Aid

While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (CA Education Code 32040, 32041). All chaperones and students will be made aware of the designated person holding the first aid kit.

All emergency contact information, medical information, allergies, and diet restrictions shall be kept accessible and immediately available by the teacher, employee, or agent of the school.

Any field trip into an area which is commonly known to be infested by poisonous snakes shall have a teacher, employee, or agent of the school who has completed a course in first aid, certified by the American Red Cross, which emphasizes the treatment of snake bites (CA Education Code 32043).

All students and adults on the trip shall be informed of the attending adult(s) who is First Aid Certified.

Before trips of more than one day, the teacher shall discuss with staff, parent/guardians and students related rules for the trip. For chaperones that will assist in supervising students on the trip, the teacher will also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs. The teacher will be in charge of all aspects of the trip.

The GVCS Field Trip Policy can be found on the Golden Valley website (https://goldenvalleycharter.org/Policies-Regulations).

Immigration Enforcement Presence on Campus

Purpose

This establishes clear, calm, and legally compliant procedures to:

- Protect students and staff
- Maintain campus safety and order
- Prevent unauthorized access to students or records
- Reduce trauma and disruption

This plan applies whenever immigration-enforcement officers appear on campus seeking access to:

- Students
- Staff
- Records
- School grounds

Immediate Safety Response: Light Lockdown Protocol

If immigration enforcement personnel are observed on campus or at campus entry points:

1. Activate Light Lockdown
   The Principal or designee will announce over the intercom:
   - "Attention staff: Please initiate [CODE WORD]."
2. Staff Actions During Light Lockdown
   Upon hearing the code word teachers and staff will:
   - Immediately close and lock classroom doors.
   - Continue instruction calmly.
   - Keep students inside classrooms.
   - Not release students to restrooms or other locations.
   - Not permit student pickup until cleared.
   - Await further instructions.

   Front office staff will:

- Suspend routine visitor access.
- Lock exterior access points if not already secured.
- Notify Principal if not already aware.

This is a precautionary safety measure, not an emergency lockdown.

3. Ending the Light Lockdown
   Once officials leave campus or situation is resolved the Principal announces:
   - "All clear. Thank you for your cooperation."
   - Teachers resume normal operations.
   - Administrative team debriefs.
   - Counseling support made available if needed.

Contact and Escort Protocol

If immigration enforcement personnel arrive:

1. Officials will be escorted to the front secured entry area of the school, not the main office. Office staff will remain with immigration officials and will contact the administrator.
2. The designated administrator will approach calmly.
3. Officials will not be allowed to move freely on campus.
4. Students will not be accessed.

Administrative Response Procedures

At the front secured area the administrator will:

1. Request identification (name and badge number).
2. Document credentials.
3. Ask the reason for presence.
4. Request any warrant or legal documentation.
5. Make copies or photograph documents.
6. Immediately notify Executive Director.

Determining Legal Authority

A. No Judicial Warrant
   If officials present:
   - ICE administrative warrant
   - Notice of inspection
   - Unsigned subpoena
   - Verbal request

   THEN:

   - Inform officials the school must consult legal counsel.
   - Do not grant access.
   - Maintain light lockdown until officials depart.

- Document interaction.

Staff shall not consent to access

B. Judicial Warrant (Signed by Judge)
If officials present a valid federal judicial warrant:
1. Verify judge's signature.
2. Confirm specific name and scope.
3. Contact Executive Director immediately.
4. Comply only within scope of warrant.
5. Continue light lockdown to limit disruption.

Parent Notification

If a student is interviewed or accessed:

- Parent consent is required unless judicial warrant restricts notification
- Parents must be notified immediately if access occurs.

All parents and guardians will be notified via ParentSquare if immigration officials are on campus as soon as possible.

Documentation Requirements

Administrator must document:

- Officer name and badge number
- Copies of credentials
- Reason for request
- Documentation provided
- Whether warrant signed by judge
- Scope of request
- School response
- Time on campus
- Staff involved

Report must be:

- Sent to legal counsel
- Provided to Governing Board
- Reported to Bureau of Children's Justice (BCJ@doj.ca.gov)

If a Parent/Guardian Is Detained

If school becomes aware of parent detention the school will follow emergency card procedures:

- Release only to designated emergency contact.
- Accept Caregiver's Authorization Affidavit if presented.

- Contact CPS only if no authorized adult is available.

Annual Preparedness Measures

- Annual staff training on light lockdown and code word.
- Front office scripting practice.
- Emergency contact verification with families.
- Reinforcement that emergency card information is confidential

Communication Guidelines

- No staff member discusses student immigration status.
- No media comment without Executive Director authorization.

Safety Priorities

1. Protect students.
2. Prevent unauthorized access.
3. Avoid escalation.
4. Maintain calm instructional environment.

Instructional Continuity Plan

Introduction and Intent

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Golden Valley Charter Schools (GVCS) with a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for GVCS Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
    a. Full day, in-person instruction
    b. Hybrid instruction (part time in-person instruction and remote learning)
    c. Remote learning with live virtual instruction (synchronous)
    d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Phone Trees	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communication Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (computers, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals

Instructional Continuity & Compliance

GVCS strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, GVCS will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

- School sites will have defined metrics to return to site-based learning including, but not limited to: Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Instructional Preparedness

GVCS teachers are trained in adopted technology and platforms. GVCS a Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Alternative Schooling Locations

GVCS will coordinate internally with functioning school sites, or externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Models

When remote learning is necessary, GVCS will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Independent Study (IS) Requirements

GVCS will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

Materials, Supplies, and Technology Support

GVCS will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom,

Learning Management Systems), etc., to ensure equitable access to learning. Service Provision GVCS will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements.

Communication Methods

GVCS will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. GVCS will account for staff and students and identify their needs.

Immediate Emergency Alerts

GVCS will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

GVCS will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

GVCS will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.

Resource Allocation

Technology & Learning Materials for Remote Learning

GVCS will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with community partner agencies.

Mental Health & Counseling Services

GVCS will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

GVCS will coordinate with community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

Logistics

Coordination with Local Agencies

GVCS will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

GVCS may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.

Plan Review & Update

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by GVCS in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, GVCS curriculum and resources, community needs, and technological advancements.

Sample Instructional Continuity Plan Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from La Canada posted in 2025 due to the Easton Fire.

GVCS Instructional Continuity Plan Informational Overview

In response to the significant loss and disruption caused by the [name of emergency] for many students and staff, we have created this temporary Instructional Continuity Plan. At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once GVCS is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on [date of anticipated reopening], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Workdays	Schools Reopen
[insert dates]	[insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, GVCS schools will reopen on [date] for in-person learning following [insert school hours/schedules (ex. "regular school day schedules")]. Staff will work on [insert dates] to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students. Unlike the period of schooling during the COVID pandemic, GVCS is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.

Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of [insert area] and for those [insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates	[insert start date] through [insert end date]

Families must contact the school attendance office by calling [phone number, form, or email] to share the duration of the absences from school and sign the agreement for remote learning. The school attendance office will code their participation in remote learning for these school days. While mostly applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at [location] on [date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at [school site or other location] at [day(s)/time]. Meals are also available through in coordination with [community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

Students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan

TK/K

- Reading: 20 minutes- Read aloud with an adult or listen to audiobooks.
- Math 20 minutes- Practice your numbers, counting, and math facts with an adult.
- Writing 10 minutes- Practice writing upper- and lower-case letters, numbers, and name
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

1st/2nd Grade

- Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 30 minutes- Practice your numbers and math facts with an adult
- Writing 20 minutes- Keep a daily journal- Journal Prompt Suggestions
- Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

3rd/4th/5th Grade

- Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks
- Math 45 minutes- Practice your numbers and math facts with an adult
- Writing 30 minutes- Keep a daily journal about your day
- Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

6th/7th/8th Grade

Check Google classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

For those with internet access, here are options varying by grade level: Here are some apps to explore:

- Brainpop
- IXL
- Everyday Math games
- Listenwise
- Typetastic
- Typing Agent
- Code.org

Students Who Need to Access Campus

The period of school closure was done as an emergency response. GVCS recognizes that students may need to collect personal items and school materials from campus. GVCS campuses will open to students on [insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, GVCS schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports

- GVCS provides access to mental health professionals via [insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online behavioral health services platforms that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
    - BrightLife Kids is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found here.

- Soluna is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found here.
- Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 Medi-Cal threshold languages; age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the DHCS website.

CDE Resource List

School Safety

- CDPH Office of School Health Hub provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis. Communication
- The Office of Education Technology at the US Department of Education provides natural disaster resources and digital learning guides for parents and families, school leaders, and teachers.
- The Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet (PDF)provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's Digital Learning Integration & Standards Guidance to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [EC Section 53008] and related Screening for Risk of Reading Difficulties FAQs.)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides guidance to support Special Education students with remote learning.
- Review the CDE English Learner Independent Study Frequently Asked Questions (FAQs) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education Natural Disaster Support Guidance page includes resources for restoring the teaching and learning environment.

Professional Learning

- The California Educators Together platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality

resources and relevant professional learning, and lesson plans to support teaching and learning.

- The San Diego County Office of Education (SDCOE) designed units in each content area that offer essential K–12 learning. The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers virtual professional learning for each grade level/span.
- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
    - Greater Good Science Center SEL Modules (scroll down to register)
    - SEL Basic Course
    - Learning Hub
- The Office of the California Surgeon General provides Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings. Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

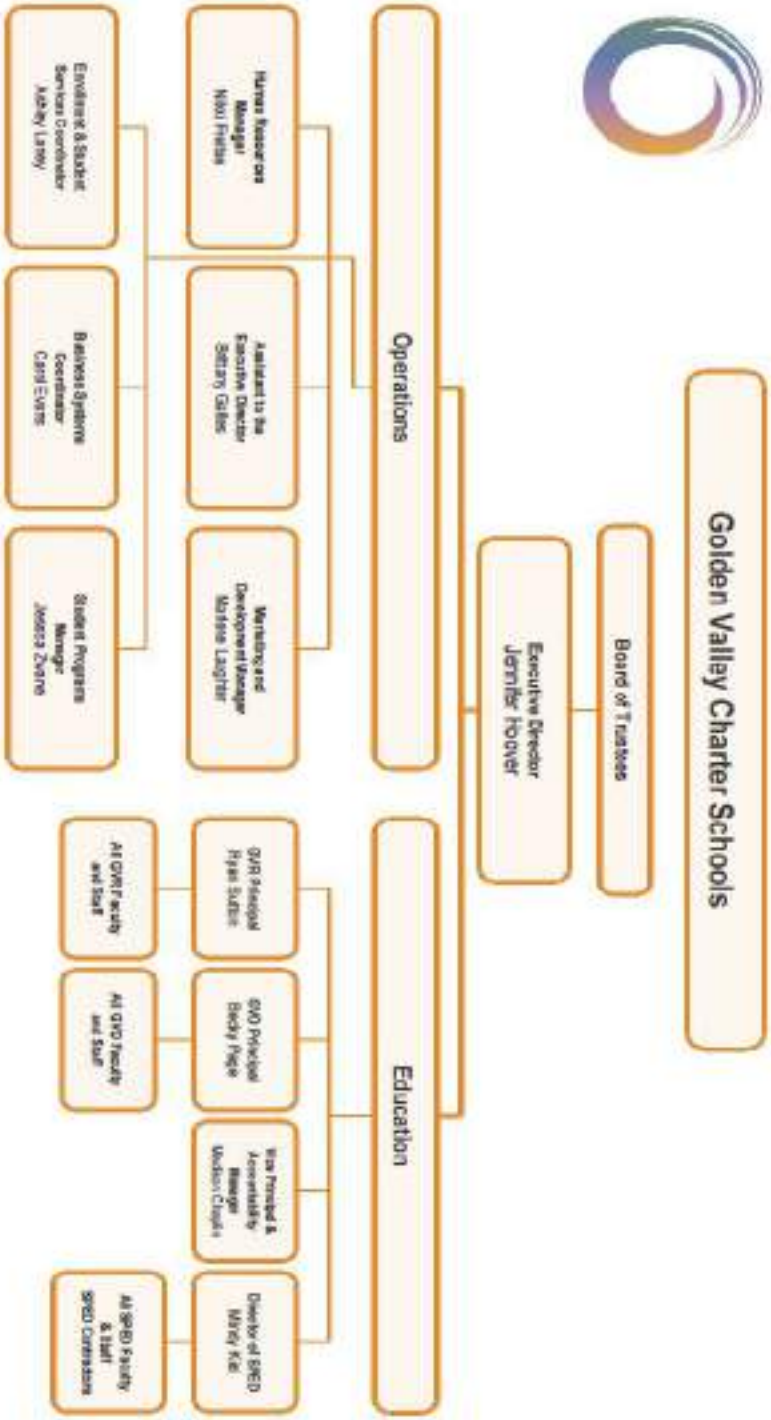
- Safety and school crisis resources created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides guidance and resources for supporting social and emotional learning and Social and Emotional Support During Distance Learning.
- CDE "Help for Students in Crisis" provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online behavioral health services platforms that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
    - BrightLife Kids is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found here.
    - Soluna is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found here.
    - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 Medi-Cal threshold languages; age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to

understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the DHCS website.

Support Services

- The National Center for Homeless Education provides information to support Disaster Preparation and Response for students who are experiencing homelessness.
- In "Lessons from Real Life", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides Disaster Guidance for Child Nutrition Programs.
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a Guide to Federal Nutrition Programs During Disasters.

Appendix F: GVCS Organizational Chart



Appendix G: Employee Handbook

GOLDEN VALLEY
CHARTER SCHOOLS

EMPLOYEE HANDBOOK

2026-2027

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SECTION 1 – WELCOME

WELCOME TO GOLDEN VALLEY CHARTER SCHOOLS!

We are happy to have you join us at Golden Valley Charter Schools (or "School"). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of Golden Valley Charter Schools, its personnel policies and procedures, and your benefits as a Golden Valley Charter Schools employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No Golden Valley Charter Schools guideline, practice, manual or rule may alter the "at-will" status of your relationship with Golden Valley Charter Schools.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, Golden Valley Charter Schools reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever Golden Valley Charter Schools determines that such action is warranted. For these reasons, we urge you to check with the Human Resources Department to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

I welcome you and wish you great success and fulfillment at Golden Valley Charter Schools.

Sincerely,

Jennifer Hoover

Executive Director

SECTION 2 – GENERAL

This handbook serves as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Golden Valley Charter Schools. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other Golden Valley Charter Schools document confers any contractual right, either express or implied, to remain in Golden Valley Charter Schools's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by Golden Valley Charter Schools or you may resign for any reason at any time.

No supervisor or other representative of Golden Valley Charter Schools except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside Golden Valley Charter Schools, other than to individuals affiliated with Golden Valley Charter Schools whose knowledge of the information is required in the normal course of business.

SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

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

ACADEMIC PHILOSOPHY

Golden Valley Charter Schools is a member of the Alliance for Public Waldorf Education. We are part of the worldwide movement which began with the opening of the first Waldorf School in Germany in 1919. The first faculty studied under Austrian Philosopher Rudolf Steiner, who taught that each child has a consciousness that unfolds over time and every stage has to be met by the curriculum. Our schools have an integrated block system with subjects that rotate throughout the year. We offer an array of specialty classes in the arts. Movement, outdoor play, social emotional learning, and low media exposure are all values we bring to education.

Our academic task is to break down the barriers to find every child's true capacity. Therefore, we tell our authorizer that we teach all of the California Standards by the time our students graduate from 8th grade. However, we do it at a pace that reflects the developmental model of each grade level. We are teaching all aspects of the child and not just their strengths. Faculty work as a group in professional learning circles to better understand the children to present a curriculum that meets them where their present levels are.

Graduates from Golden Valley are well known in area high schools for their artistry, ability to advocate for themselves, and their creative thinking on academic tasks.

Thank you for being a member of this outstanding team.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and Golden Valley Charter Schools will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, Golden Valley Charter Schools may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called "employment at will," and no one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict Golden Valley Charter Schools's right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

Golden Valley Charter Schools is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical

services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration protected by applicable law. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes they requires an accommodation in order to perform the essential functions of the job should contact the Human Resources Department and request such an accommodation, specifying what accommodation they need to perform the job. Although the need for accommodations is determined on a case-by-case basis, generally Golden Valley Charter Schools and the employee or applicant will engage in an interactive process with the employee's or applicant's health care provider(s) to confirm the existence of the condition, its limitations in the workplace, and possible reasonable accommodations, if any. The employee or candidate has an obligation to cooperate with Golden Valley Charter Schools in this process, which may include authorizing Golden Valley Charter Schools to communicate with their health care provider(s).

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of Golden Valley Charter Schools to ensure equal employment opportunity without harassment on the basis of race (which includes associated traits, such as hair styles and protective hair styles, e.g., braids, locs, and twists, and hair texture), color, religious creed (which includes, without limitation, to religious dress and grooming practices), gender, gender identity, gender expression, transgender identity whether or not the employee is transitioning or has transitioned, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability (including HIV and AIDS), mental disability, medical condition (including cancer and genetic characteristics), use of cannabis/marijuana off the job and away from the workplace, genetic information, age (forty (40) and over), sexual orientation, marital status, registered domestic partner status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), reproductive health decision-making (including but not limited to a decision to use or access a particular drug, device or product or medical services for reproductive health), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes

undocumented individuals and human trafficking), protected medical and other protected leaves, domestic violence victim status, political affiliation, any combination of these characteristics, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics or a combination of these characteristics.

Golden Valley Charter Schools prohibits any such harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying and that maintains equality, dignity, and respect for all. This policy protects all employees of the School as well as interns, volunteers, and potential employees (applicants). All employees of the School are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, posts, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- Physical conduct such as assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).

- Threats and demands to submit to sexual requests or sexual advances as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).
- Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law and/or school policy.
- Sexually harassing conduct does need not to be motivated by sexual desire to be unlawful or to violate this policy and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests. Examples may include:
  - Use of derogatory remarks, insults and/or epithets
  - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting or threatening to report harassment, discrimination or for participating in an investigation of a claim of such conduct is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of a protected activity will not be tolerated. If an employee believes they have been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

Responsibility

All Golden Valley Charter Schools employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

Golden Valley Charter Schools strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Human Resources Manager. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to Human Resources Department. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Human Resources, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within Golden Valley Charter Schools. Select the individual supervisor with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. Golden Valley Charter Schools is serious about enforcing its policy against discrimination, harassment and retaliation; however, Golden Valley Charter Schools cannot resolve potential violations that it does not know about. Therefore, employees are responsible for bringing any such problems to Golden Valley Charter Schools's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously. This can be done through an inter-office mail envelope with an anonymous complaint sent directly to the Human Resources Department.

Investigation/Complaint Procedure

All complaints of unlawful harassment, discrimination or retaliation will be promptly investigated.

Golden Valley Charter Schools encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and

intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Golden Valley Charter Schools's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent possible and consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with Golden Valley Charter Schools's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, Golden Valley Charter Schools will provide regular progress updates, as appropriate, to those directly involved. Golden Valley Charter Schools will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

Golden Valley Charter Schools may investigate conduct in the absence of a formal complaint if the Golden Valley Charter Schools has reason to believe that an individual has engaged in conduct that violates Golden Valley Charter Schools policies or applicable law. Further, Golden Valley Charter Schools may continue its investigation even if the original complainant withdraws their complaint during the course of the investigation.

Any conduct which Golden Valley Charter Schools believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Golden Valley Charter Schools believes is appropriate under the circumstances. Due to privacy protections, the Golden Valley Charter Schools may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Workplace Violence and Prevention Plan

Golden Valley Charter Schools is committed to maintaining a safe and secure work environment and has established a Workplace Violence Prevention Plan ("WVPP") in accordance with California law. Workplace violence includes any act or threat of violence in the workplace, including but not limited to incidents involving employees, students, families, visitors, or other third parties. Employees are strictly prohibited from engaging in any acts or threats of violence in the workplace and are expected to comply with all workplace safety policies and procedures.

Any employee who experiences, witnesses, or becomes aware of workplace violence or a potential threat must report the concern immediately to their supervisor or Human Resources. Reports may be made without fear of retaliation, and retaliation for reporting concerns is strictly prohibited. In the event of an emergency or immediate threat to safety, employees should contact 9-1-1 and notify administration as soon as it is safe to do so. Employees will not be prevented from accessing their personal devices to seek emergency assistance or ensure safety.

Golden Valley Charter Schools maintains procedures for identifying and addressing workplace violence hazards, including regular safety reviews, employee involvement, and prompt investigation of all reported incidents. Investigations will be conducted in a timely, fair, and confidential manner, and appropriate corrective action will be taken based on the findings, up to and including termination. All employees are required to participate in workplace violence prevention training upon hire and on an ongoing basis and are expected to follow all safety procedures and directives outlined in the WVPP.

Golden Valley Charter Schools will maintain required records, including incident logs and training records, and will review and update the WVPP as necessary to ensure effectiveness and compliance with applicable laws. The full Workplace Violence Prevention Plan is available to employees at any time on the School's website or by request and is included in the Appendix of this Handbook.

Conclusion

This policy was developed to ensure that all employees work in an environment free from harassment, discrimination, abusive conduct and retaliation. Any employee who has questions or concerns about these policies should talk with the site Principal or Human Resources Department.

If you believe you have experienced discrimination or harassment you may file a California Civil Rights Department ("CRD") or Equal Employment Opportunity Commission complaint. For information contact the CRD or EEOC. You may find their phone numbers online at www.eeoc.gov and www.calcivilrights.ca.gov, respectively.

Training Requirements

Golden Valley Charter Schools requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years

thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

TITLE IX NOTICE OF NONDISCRIMINATION

Golden Valley Charter Schools does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. §1681 et seq.) and the Title IX regulations (34 C. F. R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C. F. R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for the Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Human Resources Manager at (916) 597-1035

A copy of Golden Valley Charter Schools's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within Golden Valley Charter Schools' education program or activities and for pursuing available remedies, is available on the Golden Valley Charter Schools website at: https://goldenvalleycharter.org/

WHISTLEBLOWER POLICY

Golden Valley Charter Schools is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Golden Valley Charter Schools policy, specifically the policies contained in Golden Valley Charter Schools's Employee Handbook.

An employee who wishes to report a suspected violation of law or Golden Valley Charter Schools policy may do so by contacting the Board of Trustees.

Golden Valley Charter Schools expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Golden Valley Charter Schools. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that they have been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the School Principal or the Human Resources Department. Any supervisor,

manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Executive Director or Human resources Department.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Human Resources Department and a member of Golden Valley Charter Schools management will conduct the investigation or designate other internal or external parties to conduct the investigation. The investigating parties may notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. Golden Valley Charter Schools strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Golden Valley Charter Schools is interested in all our employee's success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their Direct Supervisor. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Golden Valley Charter Schools will attempt to keep the employee's concerns and complaints confidential to the extent feasible. However, in the course of resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Golden Valley Charter Schools provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom or restroom; be free from intrusion; be shielded from view; be safe, clean, and free of toxic or hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, the School shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the

employee's work area. If a refrigerator cannot be provided, the School may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Human Resources Department. The School will engage the employee in an interactive process with the employee to determine when and where lactation breaks will occur, and will respond accordingly, generally within two business days. The School reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or Human Resources Department to request designation of a location and time to express breast milk under this policy.

2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Non-exempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources. Discrimination against and harassment of lactating employees in any form is unacceptable will not be tolerated at Golden Valley Charter Schools and will be handled in accordance with Golden Valley Charter Schools's policy on discrimination and harassment.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with their supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the School, its employees, students, parents and the general public. The public impression of Golden Valley Charter Schools and its interest in our school will be formed in part, by Golden Valley Charter Schools employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Golden Valley Charter Schools and our school's services.

Below are several things employees can do to help leave people with a good impression of Golden Valley Charter Schools.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each Golden Valley Charter Schools employee is either a "full-time," "part-time," or "temporary" employee and either an "exempt" or "non-exempt" employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Regular full-time employees are those employees regularly scheduled to work 30+ hours or more each week. Regular part-time employees are those regularly scheduled to work less than 30 hours each week. Temporary employees are those employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as an "Instructional" or "Certificated employee" or "Non-Instructional" or "Classified employee." Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double time pay as well as meal and rest breaks, as prescribed by law.

Certificated Employees are those employees hired by Golden Valley Charter Schools for the primary purpose of instructing students.

Classified Employees includes those employees hired by Golden Valley Charter Schools that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

EMPLOYEE STATUS AND CLASSIFICATIONS

"Employees" may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

Employees whose positions meet specific criteria established by state and federal law and who are exempt from overtime pay requirements.

Non-Exempt

Employees whose positions do not meet specific criteria established by state and federal law and are paid overtime and double time pay in certain circumstances. Overtime and double time compensation will be paid in accordance with all state and federal laws, which is generally the following:

- Overtime (paid at one-and-a-half times the employee's regular rate of pay): All hours worked in excess of 40 hours per workweek, in excess of 8 hours in a workday, and for the first 8 hours worked on the seventh consecutive workday.
- Double time (paid at twice the employee's regular rate of pay): All hours worked in excess of 12 hours in a workday and in excess of 8 hours worked on the seventh consecutive workday.

Regular Full-Time

Employees who are regularly scheduled to work 30+ hours per week are generally eligible for the Golden Valley Charter Schools's benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for Golden Valley Charter Schools's benefit package except for those required by law.

Temporary (Full-Time or Part-Time)

An employee who is hired for a particular project or job of limited or definite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

Temporary employees retain that status until they are notified of a change, in writing, by the Human Resources Manager.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

Golden Valley Charter Schools reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work "off the clock." Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend the function. Employees violating these rules may be subject to disciplinary action up to and including termination.

Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:45 a.m. to 3:30 p.m. with two ten (10) minute rest breaks and a thirty (30) minute meal break. Instructional employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as instructional prep, evening and Saturday family workshops or special meetings.

The Supervisor must approve any exceptions to the regular work schedule for instructional employees.

Non-Instructional Employees:

The Executive Leadership will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime and double time pay as required by law.

Exempt employees, including Instructional and Non-Instructional employees, will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

Golden Valley Charter Schools's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M. Golden Valley Charter Schools's standard workday is 12:00 a.m. to 11:59 p.m. each day.

SCHOOL HOLIDAYS

The School observes 12 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- President's Day

- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees (including, but not limited to, teachers) are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their Supervisor. The employee may use paid PTO if the employee has unused PTO available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved PTO

ACADEMIC FREEDOM

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality are considered an essential function of all positions. Employees are expected to report to work as scheduled, on time, and prepared to work. Employees also are expected to remain at work for their entire work schedule, except meal periods, rest periods or when required to leave on authorized School business. Late arrivals, early departures or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must call the Substitute Finder at one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify the Substitute Finder personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

More than three instances of non-illness related tardiness by any employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to the Substitute Finder or Supervisor and the absence continues for a period of three business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

The presence or absence of each employee is of critical importance to the successful operation of the Golden Valley Charter Schools. Regular attendance and punctuality are considered an essential function of each position. Therefore, Golden Valley Charter Schools expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day.

Absences protected by local, state and federal law do not count as violations of this policy. Paid sick time protected under California law does not count as a violation of this policy.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time each work period began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Any work performed before or after any regularly scheduled work shift must be approved in advance by the employee's supervisor or school leadership. All time actually worked must be recorded. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit their own time record. Non-exempt employees are not allowed to work "off the clock." Working "off the clock" violates our School's policy. Any errors on an employee's time record should be reported immediately to the employee's supervisor or Human Resources.

Exempt employees must report full days of absence from work.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, <u>you may not work at all</u>. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

<u>Meal Periods</u>

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are provided a 30-minute uninterrupted duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin their meal period no later than 12:00 p.m. (noon). Your supervisor may schedule your meal periods.

The employee may waive this meal period if their workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Human Resources Department and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute uninterrupted duty-free unpaid meal break. The employee may only waive this second meal period if they have taken the required first meal break of at least 30 minutes and their workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Human Resources Department and complete a "Second Meal Period Waiver" form.

Hours Worked	Number of Meal Periods
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any interrupted, missed, late or short meal periods on that days' time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday. Non-exempt employees are expected to return to work promptly at the end of any meal period.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute uninterrupted rest period for each four (4) hours of work or major fraction thereof which is defined as any amount of time over two (2) hours. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off. During rest periods, employees are not required to stay on the premises, however, non-exempt employees are expected to return to work promptly at the end of any rest period.

Hours Worked	Number of Rest Periods
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

Reporting Form

In addition to reporting it on their time record, any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to their supervisor and acknowledge the hours in Paycom or payroll software. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to their Supervisor on the same workday that they experienced the non-compliant meal or rest period.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by Golden Valley Charter Schools), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period to their Supervisor or Human Resources.

PAYDAYS

Paydays at Golden Valley Charter Schools are the 10th and 26th of each month. The Human Resources Department or their designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the School is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

Golden Valley Charter Schools is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, Golden Valley Charter Schools must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in their pay or deductions Golden Valley Charter Schools will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Department of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then they should ask the Human Resource Department to explain it. The employee may change the number of withholding allowances they wish to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it electronically on the Paycom or Payroll Software.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

Golden Valley Charter Schools employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 no later than the first day of work for pay and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms no later than three business days after they begin work. Former employees who are rehired must also complete the form if they have not completed an I-9 with Golden Valley Charter Schools within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required valid certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your principal and the School with verification of renewals. Failure to provide these updated documents to the School may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a valid credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, or otherwise fail to maintain the necessary credential for your assignment, Golden Valley Charter Schools is required to remove you from the work schedule until you meet the necessary requirements for your assignment or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that they were examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's or other approved health care provider's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required for existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures.

CRIMINAL BACKGROUND CHECK

All employees must have Live Scan fingerprint results on file with Golden Valley Charter Schools in accordance with applicable law. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Civil or criminal background checks may be also be required of applicants and/or employees based on job duties or any other factors in accordance with applicable law.

All fingerprint and background information must be completed and the results in the possession of Golden Valley Charter Schools before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Golden Valley Charter Schools.

Golden Valley Charter Schools shall also request subsequent arrest notification from the Department of Justice and take all appropriate action based upon such further notification in accordance with applicable law. Additionally, should an employee, during their employment with Golden Valley Charter Schools, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to Human Resources.

For additional information on background checks, please contact the Human Resources Department.

CHILD ABUSE AND NEGLECT REPORTING ACT

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Failure to meet these obligations can result in a monetary fine and/or jail.

While each employee has the responsibility to ensure the reporting of any child they suspect is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. It is extremely important that Golden Valley Charter Schools employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA.

The Supervisor is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without Golden Valley Charter Schools's assistance, they are required to notify Golden Valley Charter Schools of the report if it is based on incidents they observed or became aware of during the course and scope of their employment with Golden Valley Charter Schools.

FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact the Human Resources Department.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Human Resources Department. All requests should be put in writing preferably on the form maintained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Human Resources Department about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Administrative and Classified Employees (Classified):

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee an increase in salary or promotional opportunities, or even continued employment.

Teachers (Certificated):

At the start of each academic year, each Teacher will meet with the school Principal to establish goals for that school year. The Teacher will put these goals in writing in accordance with a template to be provided by the school Principal.

The school Principal will generally observe/evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the school's charter, and standards for teaching performance based on Waldorf pedagogy, the GVCS' Board of Directors, and/or other GVCS staff.

In addition to these more formal performance evaluations, GVCS encourages you and your supervisor to discuss your job performance on an ongoing basis.

GVCS provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at-will or limit GVCS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employee and GVCS. Accordingly, either the employee or GVCS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the School. It is Golden Valley Charter Schools's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While Golden Valley Charter Schools strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of Golden Valley Charter Schools and depend upon

many factors in addition to performance. Positive performance evaluations do not guarantee increases in salary or promotions. Increases may be determined the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT (FMLA)/CALIFORNIA FAMILY RIGHTS ACT (CFRA)

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence. For purposes of FMLA leave, an eligible employee must also be employed at a worksite where there are 50 or more employees of the School within 75 miles. Please check with the Human Resources Department to determine whether you are eligible for FMLA/CFRA leave.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from the Human Resources Department. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. the birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;

2. the care of the employee's spouse, child, parent with a "serious health condition";

3. for CFRA only, the care of the employee's "family member with a "serious health condition";

4. the "serious health condition" of the employee;

5. for FMLA only, the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

6. any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, registered domestic partner (CFRA only) or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces.

For CFRA only, a "family member" includes the employee's spouse, parent, child of any age, registered domestic partner, grandparent, grandchild, sibling, parent-in-law, and a "designated person". A "designated person" is someone else with a blood or family-like relationship with the

employee. The employee may identify this person at the time the employee requests a CFRA leave. The employee is limited to one (1) designated person per 12-month period for purposes of a CFRA leave.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) or (3) above only if due to a serious health condition of a family member as described in paragraph (2) or (3) requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (4) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from the Human Resources Department.

FMLA/CFRA leave is unpaid and both may be taken for up to 12 workweeks during the designated 12-month period (with the exception of FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. FMLA qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued PTO during unpaid family and medical leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available PTO and/or paid sick leave.

Benefit accrual, such as PTO, PSL, and h oliday benefits, will be suspended during the approved leave period and will resume upon return to active employment. During FMLA/CFRA leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved FMLA/CFRA leave, you may be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or comparable position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances under FMLA, "key" employees may not be eligible for

reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact the Human Resources Department.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to the School. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave (e.g. for example, any period in which you are not receiving a wage supplement through the EDD). Employees may also elect to use any accrued PTO time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available <vacation/PTO> and/or sick leave.

Benefit accrual, such as PTO, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date they intend to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if they have been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than if the employee would not have otherwise have been employed if leave had not been taken.

If you have any questions regarding pregnancy disability leave, please contact the Human Resources Department.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days of unpaid leave during a period when the spouse or registered domestic partner is on leave from military deployment.

An eligible employee must work an average of 20 hours per week; have a spouse or registered domestic partner who is a member of the Armed Forces, National Guard or Reservices; must provide notice of their intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave from deployment; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued PTO/sick leave during this unpaid time off.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Human Resources Department will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Human Resources Department.

BEREAVEMENT LEAVE

GVCS provides time off to eligible employees in the event of the death of a "family member". To be eligible for Bereavement Leave, the employee must be employed for at least thirty (30) days prior to starting Bereavement Leave. If an employee is eligible for Bereavement Leave and the employee experiences the death of a family member, the employee may take up to five (5) days of Bereavement Leave.

For purposes of this policy, a family member is defined as a: spouse, domestic partner, child, parent, parent-in-law, sibling, grandparent, and grandchild.

The days of Bereavement Leave do not need to be taken consecutively; however, the employee must use Bereavement Leave within three (3) months of the death of the family member, at which time any remaining unused Bereavement Leave will expire.

Within the first thirty (30) days of the first day of Bereavement Leave, an employee must provide the Business Services Specialist or Human Resources Manager with documentation to support the need for Bereavement Leave which may include a death certificate; a published obituary, verification of death, burial or memorial service from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

Up to three days will paid Bereavement Leave per school year. An employee may elect to use any accrued PTO for any remaining Bereavement Leave.

REPRODUCTIVE LOSS LEAVE

Golden Valley Charter Schools Golden Valley Charter Schools grants time off to eligible employees in the event you suffer a qualifying reproductive loss event as defined in this policy.

To be eligible for reproductive loss leave, you must be employed for at least 30 days prior to starting leave.

If you are eligible and experience a reproductive loss event, you may take up to five days of reproductive loss leave.

For purposes of this policy, a reproductive loss event is the day, or the final day for a multiple day event, of one of the following:

- **Failed adoption:** The dissolution or breach of an adoption agreement with the birth mother or legal guardian, or an adoption that is not finalized because it is contested by another party, if you would have been a parent of the adoptee if the adoption had been completed.

- **Failed surrogacy:** The dissolution or breach of a surrogacy agreement, or a failed embryo transfer to the surrogate, if you would have been a parent of a child born as a result of the surrogacy.
- **Miscarriage:** May be a miscarriage by you, your current spouse or domestic partner, or by another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Stillbirth:** May be a stillbirth resulting from your pregnancy, the pregnancy of your current spouse or domestic partner, or another individual if you would have been a parent of a child born as a result of the pregnancy.
- **Unsuccessful assisted reproduction**: An unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure (i.e., artificial insemination or an embryo transfer, including gamete and embryo donation). Assisted reproduction does not include reproduction through sexual intercourse. This event applies to you, your current spouse or domestic partner, or another individual, if you would have been a parent of a child born as a result of the pregnancy.

The days of reproductive leave do not need to be taken consecutively, however, you must complete your reproductive loss leave within three months of your reproductive loss event, or, if prior to or immediately following your reproductive loss event, you are on or choose to go on leave under California's pregnancy disability law, the California Family Rights Act, or any other leave provided by state or federal law, then you may complete your reproductive loss leave within three months of the end of the other leave, at which time any remaining unused reproductive loss leave will expire.

Reproductive loss leave is unpaid; however, you may choose to use previously accrued paid leave time available to you.

If you experience more than one reproductive loss event within a 12-month period, you can receive another five days of reproductive loss leave. You are limited to a total of 20 days of reproductive loss leave within a 12-month period.

Any information provided to Golden Valley Charter Schools related to this leave will be maintained as confidential and will not be disclosed except to internal personnel or counsel, as necessary, or as required by law.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either GVCS or the employee may request an

excuse from jury/witness duty if, in GVCS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided up to 5 days off with pay, additional time off needed will be without pay. Exempt employees will receive their regular salary unless they do not work any hours during a workweek. Employees may elect to use any accrued PTO during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of their employment with GVCS, time off will be provided with pay.

TIME OFF TO VOTE

The School will allow any employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time to vote. If employees are unable to vote in an election during their non-working hours, then the School will grant up to two hours of paid time off to vote. The request must be made at least two (2) working days in advance. The time must be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule unless the School and the employee agree otherwise.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Accrued unused PTO may be paid to the employee for this time off.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off. Nothing in this policy requires the employee to bring their mail (absentee) ballot to work, including mailing such absentee ballot from work.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of the school or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency.

The leave is subject to all of the following conditions:

- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Unless it is an emergency, employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;

- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by their supervisor;
- Employees must use existing PTO in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert their supervisor as soon as possible before leaving work. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present the school's letter, which requests the employee's appearance at the school, to their supervisor at least two days before the requested time off.

This leave is unpaid but the employee may choose to use accrued PTO. You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement or a qualifying act of violence if:

- The employee is a victim of such a crime;
- An immediate family member (i.e., spouse, registered domestic partner, child, step-child, sibling, step-sibling, parent, step-parent, or the child, or designated person or a registered domestic partner) of an employee is a victim of such a crime;

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued PTO or sick leave. You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT/STALKING LEAVE

If you or a family member are a victim of crime or abuse, including domestic violence, sexual assault, stalking, qualifying act of violence, or a crime that caused physical injury or, in certain cases, mental injury, or that caused the death of an immediate family member, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren) or family member. Employees may use available PTO (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you or a family member was a victim crime or abuse;
- A court order protecting or separating you or the family member from the perpetrator of an act of crime or abuse, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate or advocate for victims of sexual assault, health care provider, or counselor that you or a family member are undergoing treatment for physical or mental injuries or abuse due to the crime or abuse.
- Any other form of documentation that reasonably verifies the crime or abuse occurred which can include a written statement signed by you or an individual acting on your behalf certifying that the absence(s) is for the purpose authorized under this leave.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law.

Golden Valley Charter Schools is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee or a family member is a victim of a crime or abuse as described above.

- The employee asked for time off to get help or because of the employee's status as or association with a victim of violence.

- The employee asked Golden Valley Charter Schools for help or changes in the workplace to ensure safety at work.

If any employee believes that they have experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with their supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213-897-6595 or visit a local office by finding the nearest one on website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

MILITARY LEAVE

California's military leave laws and the Uniformed Services Employment and Reemployment Rights Act ("USERRA") ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the Human Resources Department regarding the need for military leave.

Please see the Human Resources Department for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued PTO if you want compensation for this time off. If you do not have accrued PTO available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

The School will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, the School will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of unpaid leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months. You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to ten (10) days of any accrued paid leave (sick and/or PTO) for organ donation and up to five (5) days

accrued paid leave (sick and/or PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if they have been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

Golden Valley Charter Schools will reasonably accommodate any eligible employee who volunteers to enter and participate in an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the School. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused PTO or paid sick leave. All reasonable measures to safeguard your privacy will be maintained.

This policy in no way restricts the Golden Valley Charter Schools's right to discipline an employee, up to and including termination of employment, for violation of Golden Valley Charter Schools's Drug and Alcohol Policy.

VOLUNTEER CIVIL SERVICE LEAVE/TRAINING

Golden Valley Charter Schools complies with California law and will not discipline or discharge an employee for taking time off to perform emergency duty or required training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are engaged in this type of service, please notify your supervisor as soon as possible so that we can plan for your absence. When feasible, advance notice should be provided prior to taking leave.

Emergency duty and training leave are unpaid. Employees may elect to use available accrued PTO during this time but are not required to do so. Time off for emergency training may not exceed 14 days per calendar year, as provided by law. If you believe you have been treated unfairly as a result of requesting or taking this leave, please report your concerns to your supervisor or another member of management.

CIVIL AIR PATROL LEAVE

Golden Valley Charter Schools provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10

days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three days unless an extension is granted by appropriate government entities and approved by the School.

To be eligible, employees must have been employed with Golden Valley Charter Schools for 90 days immediately preceding the commencement of leave. Additionally, the School may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees are required to give the School as much notice as possible of the intended dates upon which the leave would begin and end. The School will restore the employee to the position they held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued PTO.

SECTION 9 – BENEFITS

PAID SICK LEAVE

The School enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave ("PSL") to eligible employees.

Eligible Employees

All employees (including part-time and temporary employees) who work for the School for 30 or more days within a year in California are eligible to accrue Paid Sick Leave (PSL) beginning on the first day of employment, in accordance with the accrual rate and cap set forth in this policy.

This PSL accrual applies only to employees who do not otherwise accrue Paid Time Off (PTO), which combines sick leave and vacation/time off, as described in the following section. Employees who are not eligible for PTO, such as per diem employees or those in certain classifications, will accrue PSL under this policy.

Permitted Use

Eligible employees may use their accrued PSL to take paid time off for the diagnosis, care, or treatment of an existing health condition of (or preventive care for) the employee or the employee's family member. For purposes of this policy, "family member" means a child, parent, spouse, registered domestic partner, grandparent, grandchild, sibling of the employee or "designated person". "Child" means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis, regardless of the age or dependency status of the child. "Parent" means a biological, foster, or adoptive parent; a step-parent; or a legal guardian of the employee or the employee's spouse or registered domestic partner. A parent may also be someone who accepted the duties and responsibilities of raising the employee when the employee was a minor child, even if they are not the employee's legal parent. "Spouse" means a legal spouse, as defined by California law. A "designated person" is any individual the employee identifies at the time the employee requests PSL. An employee is limited to one designated person per 12-month period for purposes of PSL.

Employees may also use their PSL to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, stalking, or sexual assault, that are committed against themselves or a family member.

Subject to applicable law, Golden Valley Charter Schools may require a health care provider's certificate for any absence due to illness or injury. Golden Valley Charter Schools also may require a health care provider's certification that an employee has been released to return to work before the employee is permitted to return after an illness or injury.

Accrual Rate, Maximum, and Carryover

Statutory Accrual Method: Eligible employees earn PSL at the rate of 1 hour of PSL for every 30 hours worked.

Accrual for non-exempt employees will be calculated based on actual hours worked. Accrual of PSL for eligible exempt employees will be calculated based on a 40-hour workweek or the employee's normal workweek if the employee normally works less than 40 hours. PSL accrues on an as-worked basis and does not accrue during any non-working time or unpaid leave of absence.

There is a cap on PSL accrual. Employees may accrue up to 10 days or 80 hours of PSL. Once the employee's PSL reaches the maximum, further accrual of PSL is suspended until the employee has reduced the PSL balance below this limit. In such a case, no PSL will be earned for the period in which the employee's PSL was at the maximum. Accrued but unused PSL will carry over from year to year, subject to this maximum accrual.

Limits on Use

Eligible employees may use accrued PSL beginning on the 90th day of employment. Each school year, employees may only use a maximum of 5 days or 40 hours of their accrued PSL.

PSL may be taken in minimum increments of one hour. If an exempt employee absents themselves from work for part or all of a workday for a reason covered by this policy, they will be required to use accrued PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of accrued but unused PSL. Accrued but unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

The School prohibits discrimination or retaliation against employees for using their PSL.

PAID TIME OFF (PTO) POLICY

Scope:

All regular employees of Golden Valley Charter Schools (GVCS) are eligible for Paid Time Off (PTO).

FMLA/CFRA leave may run concurrently with any accrued PTO or Sick Leave.

Policy

Requests to use planned PTO days must be submitted to the Paycom system at least 2 weeks in advance. Employees will not be approved for more than 10 days of vacation in a single academic year unless they fall on days that are not considered workdays for teachers.

PTO shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although GVCS will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

GVCS reserves the right to modify or cancel approved PTO in exceptional circumstances or when business needs necessitate the presence of employees during their scheduled time off. Whenever possible, GVCS will provide employees with reasonable notice in the event of PTO cancellation. Employees are expected to adhere to any changes in their approved PTO schedule. The decision to cancel approved PTO is at the discretion of GVCS and will be made based on business needs, workload, or unforeseen circumstances. GVCS will strive to minimize disruptions and will consider the impact on employees while making such decisions. GVCS recognizes that employees may have incurred expenses or made commitments based on approved PTO. Employees may be eligible for reimbursement of documented, non-refundable expenses due to PTO cancellation. Employees seeking reimbursement must follow the established procedure.

GVCS might designate certain periods during which they restrict or limit PTO usage.

This could be due to high workloads, critical business periods, or holiday seasons when staffing needs are higher.

GVCS might limit the number of employees who can be on leave simultaneously, particularly during critical business periods, to ensure adequate coverage and maintain operations.

- PTO may be used for any reason. Employees may accumulate up to 160 hours.
- Employees may carry over unused PTO, up to 80 hours at the end of each school year. Any hours more than 80 will be paid out at the end of the fiscal year.
- Once any employee reaches their specified cap, they will no longer earn PTO until it is used below the stated cap.
- All full-time (37.5 hours per week) employees will be granted 7.5 hours of PTO per month, based on the number of months they work per school year.
- All full-time (40 hours per week) will be granted 8 hours of PTO per month, based on the number of months they work per school year.
- will be granted PTO hours prorated, based on average hours worked per week, and number of months worked during the school year.
- PTO may be advanced up to the amount earned with Executive Director's approval.

- Upon separation from GVCS, any unused PTO will be paid to the employee in their final paycheck.
- Employees starting later in the year will be granted PTO time on a pro-rated basis.
- Prior to the use of "unpaid time off (UTO)", all PTO must be used.
- PTO is based on scheduled hours at the beginning of the year/employment only. Additional hours submitted on a time sheet will not accrue PTO. Additional hours will accrue Sick leave if needed to meet requirements of California Law.
- Once PTO is exhausted GVCS may require a verification for absences.
- Excessive unverified absences may be considered a negative performance issue.
- Excessive Monday/Friday absences may be considered a performance issue.
- School days and pre-service/in-service days may not be Calendared non-workdays.
- Exempt employees must use PTO if taking a day off that is a scheduled school day or pre-service/in-service day. Any exceptions to this rule must be approved by the Executive Director prior to the scheduled day(s) off.

- How PTO IS Allotted and Accounted For

Average hours worked per day	**1+**	**2+**	**3+**	**4+**	**5+**	**6+**	**8+**
PTO hours accrued each month	1	2	3	4	5	6	8
Yearly PTO hours 10-month EE	10	20	30	40	50	60	80
Yearly PTO hours 11-month EE	11	22	33	44	55	66	88
Yearly PTO hours 12-month EE	12	24	36	48	60	72	96
Maximum Accrual: 160 ***As of each May 31st each employee will be paid on all PTO hours more than 80 during the next pay cycle***							

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by Golden Valley Charter Schools. These insurance benefits will include medical, dental, and vision. The School will set a defined contribution towards the employee's insurance premiums that are sponsored by Golden Valley

Charter Schools. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on a leave of absence, please contact the Human Resources or Payroll Department.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Golden Valley Charter Schools's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Golden Valley Charter Schools group rates plus an administration fee. Golden Valley Charter Schools or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Golden Valley Charter Schools's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

Social Security is an important part of every employee's retirement benefit. The School pays a matching contribution to each employee's Social Security taxes.

STATE DISABILITY INSURANCE (WAGE SUPPLEMENT)

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Human Resources Department.

PAID FAMILY LEAVE (WAGE SUPPLEMENT)

Under California law, eligible employees may participate in the Paid Family Leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program.

The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to care for a seriously ill or injured child, spouse, parent, registered domestic partner, siblings, grandparents, grandchildren, or parents-in-law or to bond with a new child (birth, foster care, adoption). The PFL program does not provide job protection or reinstatement rights. It is a wage supplement provided concurrently while an employee takes an eligible leave of absence under Golden Valley Charter Schools policy and applicable law.

The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

If an employee should become injured or in any way disabled on the job, they must report the injury immediately to their supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the Golden Valley Charter Schools's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the School Principal.

The Communication Systems are the property of Golden Valley Charter Schools and have been provided for use in conducting Golden Valley Charter Schools business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are Golden Valley Charter Schools records and property of Golden Valley Charter Schools. The Communication Systems are to be used for school purposes only. Employees may, however, use Golden Valley Charter Schools technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Golden Valley Charter Schools business, and does not violate any Golden Valley Charter Schools policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

<u>No Expectation of Privacy</u>

Golden Valley Charter Schools has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email, voicemails and instant messages sent and received by users. Further, Golden Valley Charter Schools may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of Golden Valley Charter Schools's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Golden Valley Charter Schools's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish Golden Valley Charter Schools's right to monitor and access materials on its Communication Systems, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to Golden Valley Charter Schools for any reason that Golden Valley Charter Schools, in

its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though Golden Valley Charter Schools has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Human Resources Department.

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Golden Valley Charter Schools letterhead.

Offensive and Inappropriate Material

Golden Valley Charter Schools's policy against discrimination and harassment, sexual or otherwise, applies fully to Golden Valley Charter Schools's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other characteristic protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or any other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Golden Valley Charter Schools's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Supervisor or the Human Resources Department.

Golden Valley Charter Schools may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Golden Valley Charter Schools networks. Notwithstanding the foregoing, Golden Valley Charter Schools is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email

containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Golden Valley Charter Schools's blocking software.

Solicitations

Golden Valley Charter Schools's Communication Systems may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations except if an employee is engaged in a protected activity related to improving the terms and conditions of their employment. Approval from the Executive Director is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of their Supervisor.

Games and Entertainment Software

Employees may not use a Golden Valley Charter Schools Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Golden Valley Charter Schools's "Confidential Information" policy, contained herein, for a general description of what Golden Valley Charter Schools deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Charter School Meetings

Golden Valley Charter Schools does not require employees to attend any meeting related to political or religious matters. In the event Golden Valley Charter Schools has this type of meeting, employees may choose not to attend these non-mandatory meetings without fear of retaliation, discrimination, or any adverse employment action. However, Golden Valley Charter Schools is allowed to discuss any information required by law as well as provide information that is necessary for employees to perform their job duties.

Copyrights and Trademarks

Golden Valley Charter Schools's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from the Executive Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise

inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor. Any Golden Valley Charter Schools-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices.

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Golden Valley Charter Schools's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Golden Valley Charter Schools's network.

Files obtained from sources outside Golden Valley Charter Schools including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by students, parents or vendors, may contain dangerous computer viruses that may damage Golden Valley Charter Schools's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non- Golden Valley Charter Schools sources, without first scanning the material with Golden Valley Charter Schools-approved virus checking software. If you suspect that a virus has been introduced into Golden Valley Charter Schools network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Discuss with others the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Amendment and Modification of this Policy

Golden Valley Charter Schools reserves the right to modify this policy at any time, with or without notice. Golden Valley Charter Schools may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

SOCIAL MEDIA POLICY

Golden Valley Charter Schools has adopted the following policy with regard to employees' behavior on social networking sites including, but not limited to, Facebook, Twitter, LinkedIn, Pinterest, Instagram, SnapChat, and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Confidential information (does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics an employee has the right to discuss with other employees under the law. Nothing in this policy

prevents an employee from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that the employee may have reason to believe is unlawful.

- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.

- Be knowledgeable about and comply with the School's background check procedures.

- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School.

- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.

- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- Never be false or misleading with respect to your professional credentials.

- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the School. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who "friend" subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately

reporting any violations of this policy to the Executive Director. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate "friendships" with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their "friends" list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the School.

Employees should weigh whether a particular posting puts their effectiveness as a School employee at risk. Golden Valley Charter Schools encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Executive Director.

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact the Executive Director.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with Golden Valley Charter Schools' social medial policy will result in disciplinary action, up to, and including, immediate termination.

Nothing in this policy is not intended to interfere with, restrain or prevent employees from using social media to:

- Communicate with others regarding wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

EQUIPMENT POLICY

Golden Valley Charter Schools attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the School. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including:

keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
    - immediately report the incident to their immediate supervisor and Chief representative;
    - obtain an official police report documenting the theft or loss; and
    - provide a copy of the police report to their immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to review, monitoring and auditing by the School.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School if resulting from an employee's willful misconduct.

LAPTOP COMPUTERS

Each full time exempt employee receives a laptop computer for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued laptops are property of Golden Valley Charter Schools. Employees are required to treat their laptops with great care. Laptops may never be left unattended or in unlocked classrooms. Employees are required to bring their laptop computers home with them each night. Upon termination of employment, employees understand and agree that they must promptly return their school-issued laptop to the School. Employees are responsible for reimbursing the School for the cost of lost or damaged laptops when the loss or damage is due to the willful misconduct of the employee.

Employees acknowledge and understand that Golden Valley Charter Schools is the owner of the laptop and of all information contained on the laptop. Employees are discouraged from keeping personal information on their school-issued laptops or using the laptops for personal use. There should be no expectation of privacy with regard to a school-issued laptop and employees must return their laptop upon request by the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

If you are required to perform business on a cell phone for Golden Valley Charter Schools while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by Golden Valley Charter Schools or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of their employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

PERSONAL TELEPHONE CALLS AND TEXTING

Personal telephone calls, texting, and other non-work-related communications should be limited to non-working or non-instructional time.

Employees should use personal cell phones or other personal means for non-work-related communication. School phone lines are intended for business use, and employees should not incur charges to the School for personal calls, including long-distance or international calls.

Golden Valley Charter Schools expects that personal devices will be set to silent or vibrate mode during working hours, including but not limited to staff meetings, instructional time, and professional development, and that use of such devices, including texting, does not interfere with job responsibilities or student supervision.

Employees may connect personal devices, including cell phones, to Golden Valley Charter Schools' wireless networks, provided such use is in accordance with the School's Electronic Media and Acceptable Use Agreement and all applicable technology policies. All use of School networks must comply with expectations regarding appropriate use, confidentiality, and professional conduct, and must not interfere with job responsibilities or student supervision. Golden Valley Charter Schools reserves the right to monitor, restrict, or revoke network access at any time in accordance with applicable policies.

Notwithstanding the foregoing, employees may, in the event of an "emergency condition," access their mobile device or other communications device for seeking emergency assistance, assessing the safety of the situation, or communicating with a person to verify their safety. For purposes of this policy, an "emergency condition" is defined as:

- Conditions of disaster or extreme peril to the safety of persons or property at the workplace or worksite caused by natural forces or a criminal act; or

- An order to evacuate a workplace, a worksite a worker's home, or the school of a worker's child due to natural disaster or a criminal act.

This policy is not intended, nor shall it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, Golden Valley Charter Schools has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business. This policy is not intended, nor should it be interpreted, to in any way limit the ability of an employee to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by Golden Valley Charter Schools.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by Golden Valley Charter Schools, or if an employee is engaged in a protected activity related to improving the terms and conditions of their employment.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the School and the National Labor Relations Act, if applicable. The Executive Director or their designee must approve any postings prior to posting.

Golden Valley Charter Schools reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the School's business.

Definitions

Work time: any time when employees are engaged in or required to be performing work tasks or are otherwise "on the clock." Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the School where employees are performing work, except employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with your Supervisor. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Human Resources Department.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign the Key Log upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to your Supervisor.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and

all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees may not be present on school property outside of authorized hours without prior approval from San Juan Unified School District's Maintenance and Operations (M&O) Office. Requests for access must be directed to M&O at (916) 971-7000.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time Golden Valley Charter Schools may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in Golden Valley Charter Schools's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Golden Valley Charter Schools property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to Golden Valley Charter Schools. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

Golden Valley Charter Schools has adopted a policy prohibiting workplace violence including a Workplace Violence Prevention Plan. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Golden Valley Charter Schools or which occur on Golden Valley Charter Schools property will not be tolerated. Examples of workplace violence include, but are not limited to, the following:

All threats or acts of violence occurring on Golden Valley Charter Schools premises, regardless of the relationship between Golden Valley Charter Schools and the parties involved.

All threats or acts of violence occurring off Golden Valley Charter Schools premises involving someone who is acting in the capacity of a representative of Golden Valley Charter Schools.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or their family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy Golden Valley Charter Schools property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

Golden Valley Charter Schools's prohibition against threats and acts of violence applies to all persons involved in Golden Valley Charter Schools's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including

parents on Golden Valley Charter Schools property. Violations of this policy by any individual on Golden Valley Charter Schools property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Human Resources Department.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to their Supervisor.

Employees should immediately inform their supervisor about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The Human Resources Department will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity.

PUBLIC IMAGE/DRESS CODE

The following items are considered inappropriate working attire for Golden Valley Charter Schools employees:

- Spaghetti-strapped shirts
- Tank tops or revealing
- Short apparel of any kind
- Sheer clothing
- T-shirts with inappropriate or offensive gestures or advertising.

Your Supervisor will be the final arbiter of what is considered to be inappropriate attire. You may be required to return home to change clothing if deemed necessary. Non-exempt employees will not be paid for time away from work to change attire. If management occasionally designates "casual days," appropriate guidelines will be provided to you.

Consult your supervisor if you have any questions regarding appropriate attire.

PERSONAL APPEARANCE/STANDARDS OF DRESS

Golden Valley Charter Schools believes that teachers and other Golden Valley Charter Schools staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The school encourages staff, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all staff shall adhere to the following standards of dress:

- Clothing and jewelry must be safe and appropriate to the educational environment.
- All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in any apparel that are no higher than three (3) inches above the knee.

- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, your Supervisor must grant prior approval.
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- Clothing or jewelry that depict and/or promote gangs (as defined in Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- Appropriate shoes must be worn at all times.
- Your Supervisor will be the final arbiter of what constitutes appropriate dress and attire.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Golden Valley Charter Schools that no teacher or other staff member 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

Boundaries Defined

For the purposes of this policy the term "boundaries" is defined as acceptable professional behavior by staff members 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. Boundary violations may lead to discipline up to and including termination.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member's perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." 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.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. If a student specifically requests that they not be touched, then that request must be honored. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* 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 we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); 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 along with the rationale therefor.

- Staff are not permitted to contact students through any of the following methods unless the communication is school-related, uses approved platforms, and includes a parent/guardian or staff member (not sure if staff member should be removed):

    - Personal emails or text messages
    - Comments on students' social media accounts
    - Phone calls
    - Notes or letters
    - Any communication through private or unapproved platforms

- Private social media accounts may not be used to communicate with students under any circumstances.

- Any communication with students that could be perceived as "flirting"

- 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 photographs or videos of students for personal use or posting online
- Undressing in front of a student
- 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 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 permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- When age appropriate, touching face to check temperature, 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 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)
- 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 administration 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
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in 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)

- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

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 Cardio Pulmonary 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.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, they must report the suspicion to the School Principal promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

The School Principal will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as they deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board

any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor.

STANDARDS OF CONDUCT AND CIVILITY

At Golden Valley Charter Schools, we are committed to upholding the highest standards of personal integrity and conduct. These standards are based on our dedication to treating people with dignity, respect, and civility, and taking individual and collective responsibility for our conduct. The manner in which we conduct ourselves defines us and how we are perceived by others. As school employees, we also serve as role models to our students.

Golden Valley Charter Schools employees are accountable for integrity in conduct and for the consequences of their actions or inactions. The highest of ethical standards are expected in all matters internal, as well as with students, parents, and the community at large. All Golden Valley Charter Schools employees and any individuals acting on behalf of Golden Valley Charter Schools are required to conduct themselves in compliance with the essence of this Standards of Conduct and Civility policy. Any concerns must be promptly reported to a supervisor. Failure to comply with this policy may result in disciplinary action, up to and including termination.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School. Other types of conduct that threaten security, personal safety, employee welfare and/or the School's operations also may be prohibited and will result in disciplinary action up to and including termination.

- Falsification of employment records, employment information, or other School records.

- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Damage, defacing, unauthorized removal, destruction, theft, deliberate or careless damage or loss of any School property or the property of any employee or third-party.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons (real or replica) on School premises at any time or while acting on behalf of the School.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Inefficiency including deliberate restriction of output, carelessness or unnecessary waste of time and materials, neglect of job, duties or responsibilities.
- Unprofessional conduct.
- Immoral or indecent conduct.
- Intimidating or interfering with other employees.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Gambling on school premises
- Conducting personal business during business hours and or unauthorized use of school equipment for personal reasons.
- Failure to observe working schedules, including the required rest and meal periods.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.

- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work absent extenuating circumstances.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.
- Violation of the Communication Systems Policy.
- Violation of the Standards of Conduct and Civility Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Violating GVCS' dress code.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leading to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.
- Failure to possess or maintain the credential or certificate or license required of the position.
- Allowing a visitor on campus without prior authorization and without the appropriate clearance or approval.
- Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.

The School will not discipline employees for conduct that relates to employees' ability to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in concerted activity protected under federal, state or local law.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, fundraising, personnel information and financial information. Confidential information does not include information about the terms and conditions of your employment, such as wages, benefits, workplace safety and other topics you have the right to discuss with other employees under the law. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;

- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Nothing in this policy prevents employees from discussing or disclosing information about unlawful acts in the workplace, such as harassment or discrimination or any other conduct that they have reason to believe is unlawful. This policy is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment during non-working times, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or

- Otherwise engage in protected concerted activity that employees have the right to engage in under federal, state or local law.

Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Principal or Executive Director and the written consent of the individual being recorded.

Upon an extended leave of absence, request from the School or termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School. This policy also encompasses any and all identifying or confidential information of all former and current students which is protected under the Family Educational Rights and Privacy Act.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest.

Golden Valley Charter Schools expects employees to devote their best efforts to the interests of our school. Golden Valley Charter Schools recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at Golden Valley Charter Schools or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with Golden Valley Charter Schools whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact your Supervisor to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at Golden Valley Charter Schools. If you wish to participate in outside work activities you are required to obtain written approval from the Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with Golden Valley Charter Schools's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at Golden Valley Charter Schools.

- Involve organizations that are doing or seek to do business with Golden Valley Charter Schools including actual or potential vendors.
- Violate provisions of law or Golden Valley Charter Schools policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to Golden Valley Charter Schools must be given priority. Full time employees are hired and continue employment with the understanding that Golden Valley Charter Schools is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the School is strictly prohibited.

This section is not intended, nor should it be interpreted, to in any way limit the ability of employees to:

- Communicate with others regarding the terms and conditions of their employment, including such topics as wages, job performance, workplace safety, workload, supervisors, staffing or other terms and conditions of employment; or
- Otherwise engaging in protected concerted activity that employees have the right to engage in under federal, state or local law.

EXPENSE REIMBURSEMENT POLICY

The School reimburses employees for reasonably necessary business expenses incurred within the course and scope of employment. Employees who have incurred pre-authorized business expenses, including, but not limited to mileage, must submit receipts, invoices, or route information fully documenting the expense. Do not incur expenses without prior authorization. Employees who have incurred business expenses should submit required receipts to the School business office within 30 days of incurring the expense.

Golden Valley Charter Schools expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

Golden Valley Charter Schools does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. Golden Valley Charter Schools will not be responsible for fuel, maintenance, traffic or parking violations.

<u>General guidelines</u>

- Original receipts are required for reimbursement of all expenses except for per diems.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by your Supervisor.

All expenses and summaries must be submitted within 30 days to the Business

Systems Coordinator for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent mid-sized or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses up to a maximum $16 for breakfast, $19 for lunch and $28 for dinner. Daily maximum reimbursement for actual expense is up to $68 and incidental expenses is up to $5. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Travel Changes and Refunds

If travel arrangements are canceled, modified, or refunded for any reason after reimbursement has been issued, employees are required to promptly notify their immediate Supervisor and Human Resources. Any refund, credit, voucher, or other reimbursement received for travel expenses that were previously reimbursed by the organization must be returned to the organization immediately.

Failure to return reimbursed funds may result in payroll deduction to the extent permitted by applicable law and in accordance with the organization's Fiscal Policy. All travel reimbursements and adjustments are subject to review and approval under the organization's Fiscal Policy.

Any questions related to the content of this policy or its interpretation should be directed to your Supervisor or the Business Systems Coordinator.

Cell Phone Reimbursement

All School employees who are required to use their personal cell phones for work-related purposes are eligible for a reimbursement of $35.00 per month for a personal cell phone plan. This amount is intended to cover the proportion of the employee's personal cell phone plan which is used for work purposes. If an employee believes this amount is insufficient, the employee must provide the School with a copy of their most recent cell phone bill in the employee's name (either as the primary account holder or a user of the plan) as valid documentation that the employee has incurred an expense higher than the normal reimbursement. The School may periodically request follow-up documentation to verify that the employee is incurring the expense. If you believe you are entitled to an additional amount, please contact your Supervisor.

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of Golden Valley Charter Schools to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana, marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the School's premises;
- Refusing to submit to an inspection or testing when requested by administration;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the School's premises and/or attending a School function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the School in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to your Supervisor and/or Human Resources. They will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform their specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in their possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

Golden Valley Charter Schools will not discriminate against employees for the use of cannabis/marijuana off the job and away from the worksite, nor will Golden Valley Charter Schools take disciplinary action against employees for such use, so long it does not result in the employee being under the influence of marijuana while on the job (e.g., using marijuana off-duty and outside of work and then coming to work while still under the influence/impaired).

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

The School may require a test by intoxilator, blood test, urinalysis, medical examination or other pre-hiring drug/alcohol screening and of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee during the work day.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee of other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

TOBACCO-FREE SCHOOL

Golden Valley Charter Schools prohibits the smoking and use of tobacco and nicotine products anytime, anywhere in school owned or lease building(s), on school property and in school owned or leased vehicles. These prohibitions apply to all employees, students, and visitors at any school-sponsored program, activity, or athletic event held on or off school property.

- The definition of tobacco and nicotine products include smokeless tobacco, snuff, chew, clove cigarette, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions.

- Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic device that creates aerosol or vapor or of an oral smoking device for the purpose of circumventing the prohibition of smoking.

- Tobacco products include

    - Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco or snuff;

    - An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah; and,

- Any component, part, or accessory of a tobacco product, whether sold or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person attempting to enforce this policy is prohibited.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. All staff is expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Supervisor or Human Resources, other employees or call 911. Report any suspicious persons or activities to the School . Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Employees shall not use their cell phone or similar device to engage in any form of audio or video recording on school property without the prior written approval of the Supervisor and the written consent of the individual being recorded. Please report any problems with our security systems to your Supervisor.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on Golden Valley Charter Schools property. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct Golden Valley Charter Schools business must be insured by the employee's personal automobile insurer. Golden Valley Charter Schools's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does Golden Valley Charter Schools's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

Golden Valley Charter Schools cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on Golden Valley Charter Schools's premises, including the parking area, or away from school property while on school business. Golden Valley Charter Schools employees are prohibited from using personal property for work-related purposes unless approved in advance by your Supervisor.

SAFETY POLICY

Golden Valley Charter Schools is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Human Resources immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or Human Resources immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Executive Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and Human Resources.

Golden Valley Charter Schools has in place a written Injury and Illness Prevention Program and a Workplace Violence Prevention Plan as required by law. These documents are located in the main office for review.

ERGONOMICS

Golden Valley Charter Schools has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Human Resources Department.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Supervisor. Golden Valley Charter Schools uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employee must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

Golden Valley Charter Schools will consider an employee to have voluntarily terminated their employment if the employee does any of the following: (1) elects to resign from Golden Valley Charter Schools; (2) fails to return from an approved leave of absence on the date specified without notifying the School for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Golden Valley Charter Schools for three consecutive work days. Golden Valley Charter Schools requests that employees provide at least two weeks written notice of a voluntary termination. All Golden Valley Charter Schools property must be returned immediately upon terminating employment. Golden Valley Charter Schools retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of Golden Valley Charter Schools's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, Golden Valley Charter Schools reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

All employees who leave employment at Golden Valley Charter Schools will be asked to take part in an exit interview with the Human Resources Department to communicate their challenges and growth while employed at Golden Valley Charter Schools. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Human Resources Department. Only the Human Resources Department is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees. With respect to verification requests, Golden Valley Charter Schools will disclose only the dates of employment and the title of the last position held. Golden Valley Charter Schools will verify or disclose an employee's salary history only if the employee provides written authorization for Golden Valley Charter Schools to provide the information. However, Golden Valley Charter Schools will provide information about current or former employees as required by law or court order. Golden Valley Charter Schools will not provide any letters of reference for current or former employees. Please refer all questions about this policy to the Human Resources Manager.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Golden Valley Charter Schools's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I also acknowledge that I have received a copy of Golden Valley Charter Schools's Harassment, Discrimination and Retaliation Prevention Policy which is in the Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with this policy and all the provisions of the Employee Handbook. I understand that Golden Valley Charter Schools is committed to providing a work environment that is free from harassment, discrimination and retaliation. My signature below certifies that I understand that I must conform to and abide by the rules and requirements described in this policy.

I understand that the Employee Handbook contains important information regarding Golden Valley Charter Schools's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Golden Valley Charter Schools's policies.

Just as I am free to terminate the employment relationship with Golden Valley Charter Schools at any time, Golden Valley Charter Schools, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and Golden Valley Charter Schools for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Executive Director of Golden Valley Charter Schools, with the approval of the Board of Directors, has the authority to alter my employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director. This is the entire agreement between Golden Valley Charter Schools and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with Golden Valley Charter Schools, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Golden Valley Charter Schools reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice. Other than Golden Valley Charter Schools Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print)_____

Employee Signature: _____

Date: _____

APPENDIX A – MASTER POLICY INDEX

This appendix provides a comprehensive list of policies applicable to Golden Valley Charter Schools. Employees are responsible for reviewing and complying with all policies that apply to their employment. For full detailed procedures, employees should refer to the source listed with each policy (Employee Handbook, Onboarding Packet, or GVCS website). The most current version of all policies is maintained by Human Resources.

Policy Name	Source	Summary
Academic Freedom Policy	Employee Handbook	Guidelines for instructional autonomy while maintaining curriculum standards and student welfare.
Attendance and Punctuality Policy	Employee Handbook	Employees must maintain regular attendance and follow reporting procedures for absences.
Behavior Policy	GVCS Website - Policies & Regulations	Establishes expectations for appropriate conduct within the school community.
Bereavement Leave Policy	Employee Handbook	Provides leave for employees following the death of a family member.
Boundaries Policy (Staff–Student Boundaries)	Onboarding Packet	Defines professional boundaries between employees and students.
Building Security / School Keys Policy	Employee Handbook	Employees issued keys must safeguard them and maintain building security.
Bullying Policy	GVCS Website - Policies & Regulations	Prohibits bullying and outlines reporting procedures.
Cell Phone Policy	Employee Handbook	Establishes rules for personal and school-issued phone use during work hours.
Child Abuse Reporting Policy	Employee Handbook	Mandates reporting of suspected child abuse or neglect.
Chemical Exposure Warning Policy	Employee Handbook	Provides information regarding potential chemical hazards in the workplace.
Code of Conduct Policy	Employee Handbook	Defines ethical and professional behavior expectations.
Communications Policy	Employee Handbook	Guidelines for professional communication and system use.
Confidential Information Policy	Handbook & Onboarding	Protects confidential student, employee, and organizational data.
Conflict of Interest Policy	Employee Handbook	Employees must avoid personal interests conflicting with job duties.
CPR and First Aid Certification Policy	Employee Handbook	Certain staff must maintain CPR and First Aid certification.
Crime Victim Leave Policy	Employee Handbook	Allows leave related to crime victim proceedings or support.
Customer and Public Relations Policy	Employee Handbook	Encourages respectful communication with families and the public.
Disciplinary Physical Contact with Students Policy	Handbook / Boundaries Policy	Prohibits corporal punishment or inappropriate physical discipline.

Domestic Violence Leave Policy	Employee Handbook	Leave protections for victims of domestic violence or related crimes.
Dress Code / Personal Appearance Policy	Handbook & Onboarding	Employees must maintain professional appearance.
Electronic Media Policy	GVCS Website - Policies & Regulations	Regulates appropriate use of technology and electronic communication.
Employee Electronic Media Acceptable Use Agreement	GVCS Website – Policies & Regulations	Outlines appropriate use of electronic media and technology.
Employee Classifications Policy	Employee Handbook	Defines employment categories such as exempt, non-exempt, full-time, and part-time.
Employee Performance Review Policy	Employee Handbook	Supervisors conduct regular evaluations for employee development.
Equal Employment Opportunity Policy	Employee Handbook	Prohibits discrimination in employment decisions.
Equipment Policy	Employee Handbook	Rules for care and use of school equipment.
Ergonomics Policy	Employee Handbook	Promotes safe workstation practices.
Expense Reimbursement Policy	Employee Handbook	Guidelines for reimbursing authorized business expenses.
Family and Medical Leave Policy (FMLA/CFRA)	Employee Handbook	Provides job-protected leave for qualifying family or medical reasons.
Field Trip Policy	GVCS Website - Policies & Regulations	Procedures and safety requirements for student field trips.
Fiscal Policy	GVCS Website - Policies & Regulations	Financial management and reimbursement standards.
Grievances Policy	GVCS Website - Policies & Regulations	Formal process for filing complaints or grievances.
Harassment, Discrimination and Retaliation Prevention Policy	Employee Handbook	Prohibits workplace harassment and discrimination.
Homeless Youth Education Policy	GVCS Website - Policies & Regulations	Ensures compliance with laws protecting homeless students.
Immigration Law Compliance Policy	Employee Handbook	Requires employment eligibility verification.
Independent Study Policy	GVCS Website - Policies & Regulations	Defines procedures for independent study programs.
Internal Investigations and Searches Policy	Employee Handbook	School may conduct work-related investigations or searches.
Lactation Accommodation Policy	Employee Handbook	Provides break time and private space for nursing employees.
Nepotism Policy	Employee Handbook	Prevents supervisory relationships between relatives.
No Solicitation / Distribution Policy	Employee Handbook	Restricts distribution of non-work materials during work time.
Open Communication	Employee Handbook	Encourages employees to share concerns or

Policy		suggestions.
Paid Sick Leave Policy	Employee Handbook	Provides paid sick leave consistent with California law.
Personal Property Policy	Employee Handbook	Employees are responsible for personal belongings at work.
Personal Vehicle Use Policy	Employee Handbook	Requirements for using personal vehicles for school business.
PTO / Vacation Policy	Employee Handbook	Procedures for requesting and scheduling paid time off.
Public Relations Policy	Employee Handbook	Employees represent the school professionally in public interactions.
Safety Policy	Employee Handbook	Employees must maintain safe work conditions and report hazards.
Security Policy	Employee Handbook	Establishes procedures to maintain campus security.
Social Media Policy	Employee Handbook	Guidelines for employee social media use related to the school.
Staff–Student Interactions Policy	Handbook / Onboarding	Requires professional conduct between staff and students.
Substance and Alcohol Policy	Employee Handbook	Prohibits substance use that affects workplace safety.
Suspension and Expulsion Policy	GVCS Website - Policies & Regulations	Student disciplinary procedures affecting enrollment.
Suicide Prevention Policy	GVCS Website - Policies & Regulations	Procedures for identifying and responding to suicide risk.
Title IX / Nondiscrimination Policy	Employee Handbook	Prohibits sex discrimination and harassment.
Tobacco-Free School Policy	Employee Handbook	Prohibits tobacco use on school property.
Universal Complaint Procedure	GVCS Website - Policies & Regulations	Process for resolving complaints about educational programs.
Verification and Reference Policy	Employee Handbook	Limits employment verification information released.
Visitors Policy	GVCS Website - Policies & Regulations	Requirements for campus visitors.
Volunteer Policy	GVCS Website - Policies & Regulations	Guidelines for volunteers working with the school.
Violence in the Workplace Policy	Employee Handbook	Prohibits threats, intimidation, or violence at work.
Workplace Violence Prevention Plan	GVCS Website – Policies & Regulations	Establishes guidelines for preventing and addressing workplace violence.
Wellness Policy	GVCS Website - Policies & Regulations	Supports student and staff health and wellness initiatives.
Whistleblower Policy	Employee Handbook	Protects employees reporting suspected violations from retaliation.

NON-EXEMPT EMPLOYEE MEAL PERIOD WAIVER AGREEMENT

Waiver of First Meal Period (Applicable only when workday is 6 hours or less)

- I understand that I am entitled to and acknowledge that Golden Valley Charter Schools provides me with an uninterrupted, unpaid thirty-minute meal period whenever I work more than five hours in a workday. I also understand that my first meal period must start before the end of my fifth hour of work (i.e., 5 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a thirty-minute meal period when my workday will be completed in six hours or less.
- I understand that I may revoke this agreement to waive my first thirty-minute meal period at any time, in writing, by providing written notice of revocation to Human Resources Department or my supervisor. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department or my supervisor.

Acknowledging the above, I hereby voluntarily waive my right to a thirty-minute meal period whenever my workday will be completed in six hours or less. If I wish revoke this waiver, I will notify Human Resources Department or my supervisor immediately.

Second Meal Period (Applicable only when workday is more than 10 hours but not greater than 12 hours)

- I understand that I am entitled to and acknowledge that Golden Valley Charter Schools provides me with a second, uninterrupted, unpaid thirty-minute meal period whenever I work more than ten hours in a workday. I also understand that my second meal period must start before the end of my tenth hour of work (i.e., 10 hours and 0 minutes on the clock).
- I wish to voluntarily waive my right to a second meal period when my workday will be completed in twelve hours or less, provided that I did not waive my first meal period on the same workday.
- I understand that I may revoke this agreement to waive my second meal period at any time, in writing, by providing written notice of revocation to the Human Resources Department or my supervisor. As a result, I understand this waiver will remain in effect each workday unless and until I provide a written notice to the Human Resources Department or my supervisor revoking this waiver.

Acknowledging the above, I hereby voluntarily waive my right to a second meal period whenever my workday will be completed in twelve hours or less and I did not waive my first meal period on the same workday. If I wish revoke this waiver, I will notify Human Resources Department or my supervisor immediately.

_____
Employee's Printed Name

_____ _____
Employee's Signature Date

NON-EXEMPT EMPLOYEE MEAL AND REST PERIOD REPORTING FORM

(ONE FORM FOR EACH APPLICABLE DAY)

Employee Name (Please Print): _____
Date: _____
Date/Time Issue Occurred: _____
Position: _____

Reported Issue(s)/Reason: **(CHECK ALL THAT APPLY AND PROVIDE THE CORRESPONDING REASON FOR THE LATE, SHORT OR MISSED MEAL PERIOD AND/OR MISSED REST PERIOD)**

Meal Periods	**Reason for Missed, Late, Interrupted or Short Meal Period**		
☐Missed Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Late Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Interrupted Meal Period	☐Voluntary	☐Involuntary	☐Other
☐Short Meal Period	☐Voluntary	☐Involuntary	☐Other

Rest Periods

☐Missed Rest Period	☐Voluntary	☐Involuntary	☐Other

Circle/Select Applicable Missed Rest Period: 1 2 3 4

**Voluntary: It was my own choice to refuse an authorized meal or rest period.
Involuntary: Through no choice of my own, I was not able to take a complete and proper meal or rest period.

Please provide details of what happened below regarding your meal period and/or rest period:

_____
_____
_____

I understand that I am entitled to an uninterrupted, thirty-minute meal period whenever I work more than five hours in a workday and that my meal period must begin before the end of the fifth hour of work (unless, for workdays of six hours or less, I voluntarily waived my meal period). I understand that I am entitled to a second, uninterrupted thirty-minute meal period whenever I work more than ten hours in a workday and that my second meal period must begin before the end of the tenth hour of work. I also understand that I am authorized, permitted, and strongly encouraged to take a 10-minute (net) paid rest period for every 4 hours worked or major fraction thereof. If I voluntarily miss a meal or rest period or voluntarily experience a late, short, or interrupted meal period (e.g., it was my own choice to refuse an authorized meal or rest period), I understand that I am not entitled to one hour of premium pay for that meal or rest period. If I involuntarily miss a meal or rest period or involuntarily experience a late, short, or interrupted meal period (e.g., I wasn't allowed to take a proper meal or rest period), I understand that I am entitled to one hour of premium pay for that meal or rest period.

Employee Signature: _____ Date: _____
Supervisor's Signature: _____ Date: _____

FORM MUST BE SUBMITTED IMMEDIATELY AFTER THE APPLICABLE MEAL OR REST

Appendix H: Audit Report

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

Golden Valley Charter Schools for Education Renewal

Charters #0946, #1728

Financial Statements
June 30, 2025

https://whkcpa.com

Golden Valley Charter Schools for Education Renewal
Financial Statements
Year Ended June 30, 2025

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WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Golden Valley Charter Schools for Education Renewal (a nonprofit organization), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Golden Valley Charter Schools for Education Renewal as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Supplementary Information

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

The accompanying financial statements by school and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

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

Other Information

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

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2025 on our consideration of Golden Valley Charter Schools for Education Renewal's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Golden Valley Charter Schools for Education Renewal's internal control over financial reporting and compliance.

El Cajon, California
December 15, 2025

Financial Statements

Golden Valley Charter Schools for Education Renewal

Statement of Financial Position

June 30, 2025

Assets		
Cash and cash equivalents	$	962,082
Accounts receivable		757,271
Prepaid expenses		18,782
Property and equipment, net		11,252
Total Assets	$	1,749,387
Liabilities and Net Assets		
Liabilities		
Accounts payable - vendors	$	581,449
Accounts payable - grantor governments		116,773
Accrued payroll liabilities		251,259
Unearned revenue		222,263
Accrued vacation liability		93,633
Total Liabilities		1,265,377
Net Assets		
Without donor restrictions		
Undesignated		472,758
Invested in property and equipment, net of related debt		11,252
Total Net Assets		484,010
Total Liabilities and Net Assets	$	1,749,387

The accompanying notes are ntegral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Activities
Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	$ 3,999,123	$ -	$ 3,999,123
Education protection account state aid	1,026,744	-	1,026,744
Transfers in lieu of property taxes	1,685,215	-	1,685,215
Total LCFF sources	6,711,082	-	6,711,082
Federal contracts and grants	-	153,494	153,494
State contracts and grants	558,365	1,187,090	1,745,455
Local contracts and grants	205,851	-	205,851
Donations	306,262	-	306,262
Interest income	523	-	523
Net assets released from restriction –	-	-	
Grant restrictions satisfied	1,340,584	(1,340,584)	-
Total revenue, support, and gains	9,122,667	-	9,122,667
Expenses and Losses			
Program services expense	7,122,297	-	7,122,297
Supporting services expense	2,284,882	-	2,284,882
Total expenses and losses	9,407,179	-	9,407,179
Change in Net Assets	(284,512)	-	(284,512)
Net Assets, Beginning of Year	768,522	-	768,522
Net Assets, End of Year	$ 484,010	$ -	$ 484,010

The accompanying notes are integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Functional Expenses
Year Ended June 30, 2025

	Program Services	Supporting Services	
	Educational Programs	Management and General	Total
Salaries and wages	$ 3,262,818	$ 1,149,820	$ 4,412,638
Pension expense	1,022,341	310,417	1,332,758
Other employee benefits	315,726	65,490	381,216
Payroll taxes	130,135	69,610	199,745
Fees for services:			
Management	-	268,112	268,112
Legal	-	87,163	87,163
Audit	-	35,006	35,006
Professional consulting	801,158	-	801,158
District oversight	-	68,371	68,371
Banking and service charges	-	40,561	40,561
Information technology	21,531	-	21,531
Occupancy	794,964	38,660	833,624
Conferences, conventions, and meetings	80,840	73	80,913
Depreciation	3,155	-	3,155
Insurance	-	111,643	111,643
Other expenses:			
Books and supplies	565,341	555	565,896
Equipment rental and repair	17,757	869	18,626
Student events	106,531	-	106,531
Dues and memberships	-	17,284	17,284
Miscellaneous	-	21,248	21,248
Total expenses by function	$ 7,122,297	$ 2,284,882	$ 9,407,179

The accompanying notes are integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Cash Flows
Year Ended June 30, 2025

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	$ 7,524,156
Receipts from property taxes	1,685,215
Receipts from interest	523
Other cash receipts	306,262
Payments for salaries, benefits and payroll taxes	(6,423,404)
Payments to vendors	(2,593,048)
Net Cash Provided By Operating Activities	499,704
Cash Flows from Investing Activities	
Purchases of property and equipment	(12,684)
Net Cash Used In Investing Activities	(12,684)
Net Change in Cash and Cash Equivalents	487,020
Cash and Cash Equivalents, Beginning of Year	475,062
Cash and Cash Equivalents, End of Year	$ 962,082
Reconciliation of Change in Net Assets to Net Cash Used For Operating Activities	
Change in net assets	$ (284,512)
Adjustments to reconcile change in net assets to net cash:	
Depreciation	3,155
Changes in operating assets and liabilities	
(Increase) Decrease in assets	
Accounts receivable	917,107
Prepaid expenses	105,856
Increase (Decrease) in liabilities	
Accounts payable - vendors	378,763
Accounts payable - grantor governments	(347,748)
Accrued payroll liabilities	3,589
Unearned revenue	(175,870)
Accrued vacation liabilty	(100,636)
Net Cash Provided By Operating Activities	$ 499,704

The accompanying notes are ntegral part of this statement.

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Charter Schools

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

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

Home Office

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

Basis of Accounting

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

Cash and Cash Equivalents

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

Accounts Receivable

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

Property and Equipment

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

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2025.

Investments

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

Prepaid Expenses

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

Leases

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

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

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

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

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

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

Compensated Absences

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

Functional Allocation of Expenses

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

Net Assets

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

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

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

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Organization's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2025.

Estimates

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

Revenue and Revenue Recognition

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

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

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

LCFF Revenues and Payments in Lieu of Property Taxes

The Organization's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the Local Control Funding Formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 73.56% of the Organization's revenue.

The LCFF includes the following components applicable to the Organization:

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

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

Income Taxes

The Organization is a 509(a)(1) publicly supported non-profit Organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Organization is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Organization may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2025, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Organization follows provisions of uncertain tax positions as addressed in ASC 958. The Organization recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2025.

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

Advertising

Advertising costs are expensed as incurred and approximated $0 during the year ended June 30, 2025.

Financial Instruments and Credit Risk

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

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2024-25 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2018-12 - *Financial Services Insurance (Topic 944)*	Aug-18
FASB Accounting Standards Update 2019-09 - *Financial Services, Insurance (Topic 944)*	Nov-19
FASB Accounting Standards Update 2020-06 - *Debt (Topic 470-20)*	Aug-20
FASB Accounting Standards Update 2020-06 - *Derivatives and Hedging (Topic 815-40)*	Aug-20
FASB Accounting Standards Update 2021-08 - *Business Combinations (Topic 805)*	Oct-21
FASB Accounting Standards Update 2022-01 - *Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method*	Mar-22
FASB Accounting Standards Update 2023-01 - *Leases (Topic 842): Common Control Arrangements*	Mar-23
FASB Accounting Standards Update 2023-05 - *Business Combinations - Joint Venture Formations (Subtopic 805-60)*	Aug-23
FASB Accounting Standards Update 2023-07 - *Segment Reporting (Topic 280)*	Nov-23

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

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through December 15, 2025, the date the financial statements were available to be issued.

B. Liquidity and Availability

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

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Cash and cash equivalents	$ 784,658	$ 90	$ 177,334	$ 962,082
Accounts receivable	259,248	484,859	13,164	757,271
Total	$ 1,043,906	$ 484,949	$ 190,498	$ 1,719,353

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

C. Cash and Investments

The Organization's cash and investments on June 30, 2025, consisted of the following:

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Cash in bank accounts	$ 784,658	$ 90	$ 177,334	$ 962,082
Total cash and cash equivalents	$ 784,658	$ 90	$ 177,334	$ 962,082

Cash in Bank

The Organization's cash in bank ($962,082 as of June 30, 2025) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of $250,000 per depositor. As of June 30, 2025, the Organization held $714,893 in excess of the FDIC insured amounts. The Organization reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Organization has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

D. Accounts Receivable

As of June 30, 2025, the Organization's accounts receivable consisted of the following:

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Federal Government				
Title IV	$ 2,500	$ 2,500	$ -	$ 5,000
ESSER	-	3,958	-	3,958
Other Federal Programs	2,953	10,626	-	13,559
State Government				
Education Protection Account	1,838	-	-	1,838
State Aid	155,491	336,968	-	492,459
Lottery Funding	41,299	44,321	-	85,620
Child Nutrition	22,003	28,136	-	50,139
Expanded Learning Opportunities	-	9,799	-	9,799
Special Education	12,301	12,355	-	24,656
Other State Programs	6,621	24,579	-	31,200
Local Government				
Property Tax Payments	9,014	8,878	-	17,892
Other Local Sources				
Other Local Sources	5,248	2,739	13,164	21,151
Total Accounts Receivable	$ 259,248	$ 484,859	$ 13,164	$ 757,271

E. Prepaid Expenses

As of June 30, 2025, the Organization's prepaid expenses consisted of the following:

	Golden Valley River	Golden Valley Orchard	Total
Software	$ 7,617	$ 7,617	$ 15,234
Prepaid vendors	1,774	1,774	3,548
Total Prepaid Expenses	$ 9,391	$ 9,391	$ 18,782

F. Property and Equipment

Property and equipment for Golden Valley River consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	$ 14,324	$ 6,218	$ -	$ 20,542
Total Depreciable Capital Assets	14,324	6,218	-	20,542
Total Capital Assets	14,324	6,218	-	20,542
Less Accumulated Depreciation	(14,085)	(1,482)		(15,567)
Capital Assets, Net	$ 239	$ 4,736	$ -	$ 4,975

Property and equipment for Golden Valley Orchard consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	$ 7,619	$ 6,466	$ -	$ 14,085
Total Depreciable Capital Assets	7,619	6,466	-	14,085
Total Capital Assets	7,619	6,466	-	14,085
Less Accumulated Depreciation	(6,135)	(1,673)		(7,808)
Capital Assets, Net	$ 1,484	$ 4,793	$ -	$ 6,277

Consolidated property and equipment consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	$ 21,943	$ 12,684	$ -	34,627
Total Depreciable Capital Assets	21,943	12,684	-	34,627
Total Capital Assets	21,943	12,684	-	34,627
Less Accumulated Depreciation	(20,220)	(3,155)	-	(23,375)
Capital Assets, Net	$ 1,723	$ 9,529	$ -	$ 11,252

G. Unearned Revenue

As of June 30, 2025, the Organization's unearned revenue consisted of the following:

	Golden Valley River	Golden Valley Orchard
Federal Revenue:		
Title I	$ 17,651	$ 11,176
State Programs:		
Prop 28 Arts and Music	74,181	70,135
Literacy Screenings	2,118	2,286
Learning Recovery Emergency	7,455	37,261
Total	$ 101,405	$ 120,858

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2025:

	Golden Valley River	Golden Valley Orchard
Unearned Revenue, beginning of period	$ 185,968	$ 212,165
Increases in unearned revenue due to cash received during the period	373,971	122,425
Decreases in unearned revenue due to performance obligations met during the period	(458,534)	(213,732)
Unearned Revenue, end of period	$ 101,405	$ 120,858

H. Employee Retirement System

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

a. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.

b. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

c. If the Organization chooses to stop participating in some of its multi-employer plans, the Organization may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Organization's participation in these plans for the fiscal year ended June 30, 2025, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2025, 2024 and 2023 is for the plan's year-end at June 30, 2025, 2024 and 2023, respectively. The zone status is based on information that the Organization received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Golden Valley Charter Schools for Education Renewal increased in CalSTRS contributions from 2023 to 2024 by 29.37% followed by an increase in 2025 of 1.04%. Golden Valley Charter Schools for Education Renewal increased in CalPERS contributions from 2023 to 2024 by 25.59% followed by an increase in 2025 of 4.74%. The increase in both STRS and PERS is largely due to an increase in participants combined with an increase in salaries and contribution rates.

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30, 2025	2024	2023	FIP/RP Status Pending/ Implemented
CalSTRS	34098	Green	Green	Green	No
CalPERS	5621014982	Green	Yellow	Yellow	No

Pension Fund	Contributions 2025	2024	2023	Number of Employees	Surcharge Imposed
CalSTRS	$ 818,019	$ 809,599	$ 625,783	41	No
CalPERS	514,740	491,442	391,312	58	No
Total	$ 1,332,759	$ 1,301,041	$ 1,017,095	99	

CalSTRS:

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

For the fiscal year ended June 30, 2025, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The Organization made contributions as noted above. For the year ended June 30, 2025, the State contributed $419,314 (10.828% of certificated salaries plus an additional supplemental amount) on behalf of the Organization.

CalPERS:

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

Active plan members are required to contribute between 7% and 8% of their salary, depending on their membership date. The employer is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2024-25 was 27.05% of classified salaries. The Organization made contributions as noted above.

I. Upcoming Changes in Accounting Pronouncements

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

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2020-10 - *Codification Improvements*	Nov-20	2025-26
FASB Accounting Standards Update 2022-03 - *Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions*	Jun-22	2025-26
FASB Accounting Standards Update 2022-05 - *Financial Services - Insurance (Topic 944): Transition for Sold Contracts*	Dec-22	2025-26
FASB Accounting Standards Update 2023-02 - *Investments (Topic 323): Accounting for Investments in Tax Credit Structures*	Mar-23	2025-26
FASB Accounting Standards Update 2023-08 - *Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)*	Dec-23	2025-26
FASB Accounting Standards Update 2023-09 - *Income Taxes (Topic 740)*	Dec-23	2026-27
FASB Accounting Standards Update 2024-01 - *Compensation - Stock Compensation (Topic 718)*	Mar-24	2026-27
FASB Accounting Standards Update 2024-02 - *Codification Improvements - Amendments to Remove References to the Concepts Statements*	Mar-24	2026-27
FASB Accounting Standards Update 2024-03 - *Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures*	Nov-24	2027-28
FASB Accounting Standards Update 2024-04 - *Debt with Conversion and Other Options*	Nov-24	2026-27
FASB Accounting Standards Update 2025-01 - *Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures*	Jan-25	2027-28
FASB Accounting Standards Update 2025-02 - *Liabilities - Amendments to SEC Paragraphs Pursuant to SEC Staff Accounting Bulletin No. 122*	Mar-25	2025-26
FASB Accounting Standards Update 2025-03 - *Business Combinations and Consolidation*	May-25	2027-28
FASB Accounting Standards Update 2025-04 - *Stock Compensation and Revenue from Contracts with Customers*	May-25	2027-28
FASB Accounting Standards Update 2025-05 - *Measurement of Credit Losses for Accounts Receivable and Contract Assets*	Jul-25	2026-27
FASB Accounting Standards Update 2025-06 - *Intangibles - Goodwill and Other Internal Use Software*	Sep-25	2028-29

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

Supplementary Information

Golden Valley Charter Schools for Education Renewal

Combining Statement of Financial Position

June 30, 2025

	Golden Valley River	Golden Valley Orchard	Home Office	Elimination	Total
Assets					
Cash and cash equivalents	$ 784,658	$ 90	$ 177,334	$ -	$ 962,082
Accounts receivable	259,248	484,859	13,164	-	757,271
Accounts receivable - related entities	275,148	-	84,534	(359,682)	-
Prepaid expenses	9,391	9,391	-	-	18,782
Property and equipment, net	4,975	6,277	-	-	11,252
Total Assets	$ 1,333,420	$ 500,617	$ 275,032	$ (359,682)	$ 1,749,387
Liabilities and Net Assets					
Liabilities					
Accounts payable - vendors	$ 279,654	$ 231,950	$ 69,845	$ -	$ 581,449
Accounts payable - related entities	41,261	308,180	10,241	(359,682)	-
Accounts payalbe - grantor governments	81,364	34,409	1,000	-	116,773
Accrued payroll liabilities	423	-	250,836	-	251,259
Unearned revenue	101,405	120,858	-	-	222,263
Accrued vacation liability	41,516	38,359	13,758	-	93,633
Total Liabilities	545,623	733,756	345,680	(359,682)	1,265,377
Net Assets					
Without donor restrictions					
Undesignated	782,822	(239,416)	(70,648)	-	472,758
Invested in property and equipment, net of related debt	4,975	6,277	-	-	11,252
Total Net Assets	787,797	(233,139)	(70,648)	-	484,010
Total Liabilities and Net Assets	$ 1,333,420	$ 500,617	$ 275,032	$ (359,682)	$ 1,749,387

See Accompanying Notes upplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Activities
Year Ended June 30, 2025

	Golden Valley River		Golden Valley Orchard		Home Office	Elimination	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	Without Donor Restrictions	Total
Revenue, Support, and Gains							
Local Control Funding Formula (LCFF) sources							
State aid	$ 1,697,238	$ -	$ 2,301,885	$ -	$ -	$ -	$ 3,999,123
Education protection account state aid	972,276	-	54,468	-	-	-	1,026,744
Transfers in lieu of property taxes	854,744	-	830,471	-	-	-	1,685,215
Total LCFF sources	3,524,258	-	3,186,824	-	-		6,711,082
Federal contracts and grants	-	72,165	-	81,329	-	-	153,494
State contracts and grants	274,848	567,336	283,517	619,754	-	-	1,745,455
Local contracts and grants	28,012	-	44,728	-	141,111	-	205,851
Donations, grants, and fundraising	16,906	-	15,840	-	273,516	-	306,262
Admin fees	-	-	-	-	656,008	(656,008)	-
Interest income	132	-	-	-	391	-	523
Net assets released from restriction -							
Grant restrictions satisfied	639,501	(639,501)	700,083	(700,083)	-	-	-
Total revenue, support, and gains	4,475,657	-	4,231,992	-	1,071,026	(656,008)	9,122,667
Expenses and Losses							
Program services expense	3,524,472	-	3,589,384	-	3,441	-	7,122,297
Supporting services expense	911,944	-	951,121	-	1,077,825	(656,008)	2,284,882
Total expenses and losses	4,441,416	-	4,540,505	-	1,081,266	(656,008)	9,407,179
Change in Net Assets	34,241	-	(308,513)	-	(10,240)	-	(284,512)
Net Assets, Beginning of Year	753,556	-	75,374	-	(60,408)	-	768,522
Net Assets, End of Year	$ 787,797	$ -	$ (233,139)	$ -	$ (70,648)	$ -	$ 484,010

See Accompanying Notes upplementary Information

Golden Valley Charter Schools for Education Renewal

Combining Statement of Functional Expenses

Year Ended June 30, 2025

	Golden Valley River		Golden Valley Orchard		Home Office			
	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services		
	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	Elimination	Total
Salaries and wages	$ 1,641,559	$ 217,222	$ 1,615,202	$ 249,434	$ 2,057	$ 693,264	$ -	$ 4,412,838
Pension expense	491,908	65,059	522,940	80,757	493	161,801	-	1,332,758
Other employee benefits	161,731	22,273	146,953	22,681	62	30,526	-	381,216
Payroll taxes	66,998	9,004	65,283	9,773	154	51,033	-	199,345
Fees for services:								
Management	-	449,231	-	435,236	-	39,653	(656,008)	268,112
Legal	-	13,163	-	37,062	-	38,938	-	87,163
Audit	-	17,593	-	17,581	-	-	-	35,086
Professional consulting	371,828	-	429,229	-	-	-	-	801,058
District oversight	-	35,012	-	35,359	-	-	-	68,371
Banking and service charges	-	428	-	628	-	39,505	-	40,561
Information technology	10,388	-	11,351	-	-	-	-	21,739
Occupancy	416,223	-	379,741	-	-	38,868	-	833,824
Conferences, conventions, and meetings	37,308	-	40,540	-	-	73	-	80,915
Depreciation	1,482	-	1,673	-	-	-	-	3,155
Insurance	-	69,464	-	51,179	-	-	-	111,843
Other expenses:								
Books and supplies	261,249	-	304,101	-	-	559	-	565,896
Equipment rental and repair	3,224	-	9,533	-	-	869	-	13,626
Student events	42,998	-	62,858	-	675	-	-	106,531
Dues and memberships	-	8,813	-	8,471	-	-	-	17,284
Miscellaneous	-	16,172	-	3,028	-	48	-	21,248
Total expenses by function	$ 3,529,472	$ 911,844	$ 3,589,284	$ 951,121	$ 3,441	$ 1,077,825	$ (656,008)	$ 8,407,279

See Accompanying Notes upplementary Information

Additional Supplementary Information

Golden Valley Charter Schools for Education Renewal
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Golden Valley River

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	B4B168	N/A	1E0561EB	N/A
Classroom Based Attendance				
Grades TK/K-3	121.82	N/A	122.26	N/A
Grades 4-6	83.06	N/A	82.54	N/A
Grades 7-8	40.89	N/A	40.91	N/A
Total Classroom Based Attendance	245.77	N/A	245.71	N/A
Non-Classroom Based Attendance				
Grades TK/K-3	32.26	N/A	32.51	N/A
Grades 4-6	2.27	N/A	2.21	N/A
Total Non-Classroom Based Attendance	34.53	N/A	34.72	N/A
Total ADA	280.30	N/A	280.43	N/A

Golden Valley Orchard

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	2A708264	N/A	1B1B5E11	N/A
Classroom Based Attendance				
Grades TK/K-3	153.44	N/A	153.68	N/A
Grades 4-6	80.69	N/A	81.12	N/A
Grades 7-8	38.21	N/A	38.30	N/A
Total Classroom Based Attendance	272.34	N/A	273.10	N/A
Total ADA	272.34	N/A	273.10	N/A

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

See accompanying notes pplementary information.

Golden Valley Charter Schools for Education Renewal

Schedule of Instructional Time

Year Ended June 30, 2025

Golden Valley River

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes*	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days*	Total Instructional Days	Status
Transitional Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
1st Grade	50,400	50,580	0	50,580	175	0	175	Complied
2nd Grade	50,400	50,580	0	50,580	175	0	175	Complied
3rd Grade	50,400	54,540	0	54,540	175	0	175	Complied
4th Grade	54,000	54,540	0	54,540	175	0	175	Complied
5th Grade	54,000	54,540	0	54,540	175	0	175	Complied
6th Grade	54,000	54,540	0	54,540	175	0	175	Complied
7th Grade	54,000	54,540	0	54,540	175	0	175	Complied
8th Grade	54,000	54,540	0	54,540	175	0	175	Complied

Golden Valley Orchard

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes*	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days*	Total Instructional Days	Status
Transitional Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
1st Grade	50,400	50,580	0	50,580	175	0	175	Complied
2nd Grade	50,400	50,580	0	50,580	175	0	175	Complied
3rd Grade	50,400	54,540	0	54,540	175	0	175	Complied
4th Grade	54,000	54,540	0	54,540	175	0	175	Complied
5th Grade	54,000	54,540	0	54,540	175	0	175	Complied
6th Grade	54,000	54,540	0	54,540	175	0	175	Complied
7th Grade	54,000	54,540	0	54,540	175	0	175	Complied
8th Grade	54,000	54,540	0	54,540	175	0	175	Complied

* Golden Valley Charter Schools for Education Renewal Charter School did not submit a request for a J-13A emergency waiver of instructional minutes or days.

See accompanying notes pplementary information.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis
Year Ended June 30, 2025

Golden Valley River

	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	20223 (See Note 1)
Revenues	$ 4,502,527	$ 4,475,657	$ 4,404,906	$ 4,371,269
Expenses	4,123,067	4,441,416	4,538,314	4,370,267
Change in Net Assets	379,460	34,241	(133,408)	1,002
Ending Net Assets	$ 1,167,257	$ 787,797	$ 753,556	$ 886,964
Unrestricted Net Assets	$ 1,167,257	$ 787,797	$ 753,556	$ 886,964
Unrestricted net assets as a percentage of total expenses	28.31%	17.74%	16.60%	20.30%
Total Long Term Debt	$ -	$ -	$ -	$ -
ADA at P2	314	280	285	287

The School's ending net assets has decreased by $99,167 (11.18%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has decreased by 7 over the past two fiscal years.

Note 1:
AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

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

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

See accompanying notes pplementary information.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis (Continued)
Year Ended June 30, 2025

Golden Valley Orchard

	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	2023 (See Note 1)
Revenues	$ 4,309,278	$ 4,231,992	$ 4,116,579	$ 3,495,134
Expenses	4,174,565	4,540,505	4,181,321	3,494,138
Change in Net Assets	134,713	(308,513)	(64,742)	996
Ending Net Assets	$ (98,426)	$ (233,139)	$ 75,374	$ 140,116
Unrestricted Net Assets	$ (98,426)	$ (233,139)	$ 75,374	$ 140,116
Unrestricted net assets as a percentage of total expenses	-2.36%	-5.13%	1.80%	4.01%
Total Long Term Debt	$ -	$ -	$ -	$ -
ADA at P2	297	272	267	251

The School's ending net assets has decreased by $373,255 (266.39%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

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

Note 1:
AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:

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

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

See accompanying notes pplementary information.

Golden Valley Charter Schools for Education Renewal

Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2025

Golden Valley River

June 30, 2025 annual financial alternative form net assets:	$	787,796
Adjustments and reclassifications:		
Rounding		1
Total adjustments and reclassifications		1
June 30, 2025 audited financial statements net assets:	$	787,797

Golden Valley Orchard

June 30, 2025 annual financial alternative form net assets:	$	(233,138)
Adjustments and reclassifications:		
Rounding		(1)
Total adjustments and reclassifications		(1)
June 30, 2025 audited financial statements net assets:	$	(233,139)

See accompanying notes pplementary information.

A. Combining Statement of Financial Position

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

B. Combining Statement of Activities

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

C. Combining Statement of Functional Expenses

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

D. Schedule of Average Daily Attendance

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

E. Schedule of Instructional Time

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

1) EC §47612: As a condition of apportionment 175 school days must be offered for traditional calendar. If a multi-track calendar is utilized, each track must offer 175 school days.

2) EC §47612.5: As a condition of apportionment the following annual instructional minutes must be offered:

- To pupils in Kindergarten 36,000 minutes
- To pupils in grades 1 to 3 50,400 minutes
- To pupils in grades 4 to 8 54,000 minutes
- To pupils in grades 9 to 12 64,800 minutes

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

An LEA that closed due to a qualifying emergency in the 2024-25 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The Organization's schools did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

F. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the Organization's schools will not be able to continue operations in the next fiscal year. Based upon the information presented, the Organization's schools appear to have sufficient reserves to continue operations for the 2025-26 fiscal year.

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

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

Other Information

Golden Valley Charter Schools for Education Renewal

Organization Structure
Year Ended June 30, 2025

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

Golden Valley Orchard [#1728] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District on July 1, 2025, expiring on June 30, 2028, pursuant to the terms of the Charter School Act of 1992, as amended.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Katie Gerski-Keller	Chair	Two Year Term Ending June 2025
Meredith Willsen	Vice Chair	Two Year Term Ending June 2025
Stephen Quadro	Member	Two Year Term Ending June 2025
Ekaterina Khmelniker	Member	Two Year Term Ending June 2025

ADMINISTRATION

Becky Page
Principal - Golden Valley Orchard

Ryan Sutton
Principal - Golden Valley River

Other Independent Auditor's Reports

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Golden Valley Charter Schools for Education Renewal (the Organization) which comprise the Organization's statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2025.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

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Purpose of this Report

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

El Cajon, California
December 15, 2025

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

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

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

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Golden Valley Charter Schools for Education Renewal (the Schools) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2025.

In our opinion, the Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2025.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

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

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

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

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

Report on Internal Control over State Compliance

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

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

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

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

El Cajon, California
December 15, 2025

Auditor's Results, Findings & Recommendations

Golden Valley Charter Schools for Education Renewal
Schedule of Auditor's Results
Year Ended June 30, 2025

FINANCIAL STATEMENTS

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

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	Unmodified	
Internal control over applicable state programs:		
One or more material weakness(es) identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	____ Yes	X No
Any audit findings disclosed that are required to be reported in accordance with *2024-25 Guide for Annual Audits of California K-12 Local Education Agencies?*	____ Yes	X No

Golden Valley Charter Schools for Education Renewal
Schedule of Findings and Questioned Costs
Year Ended June 30, 2025

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

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

A. Financial Statement Findings

None

B. State Award Findings

None

Golden Valley Charter Schools for Education Renewal
Schedule of Prior Year Audit Findings
Year Ended June 30, 2025

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings in the prior year audit.	N/A	N/A

Appendix I: GVRS Budget Documents

For better visualization, the budget spreadsheets have also been submitted electronically along with the electronic version of the charter document.

Golden Valley River Charter Renewal Budget

	CATEGORY	2026-2027	2027-2028	2028-2029	2029-2030
	TOTAL ENROLLMENT	324	328	328	328
	AVERAGE DAILY ATTENDANCE	304.6	308.3	308.3	308.3
REVENUE	State LCFF Revenue	3,849,935	$ 4,027,228	$ 4,130,687	$ 4,235,436
REVENUE	Federal Revenue	84,937	$ 87,410	$ 89,802	$ 92,284
REVENUE	Other State Revenue	865,430	$ 746,103	$ 774,971	$ 841,302
REVENUE	Local Revenue	77,276	$ 79,826	$ 82,292	$ 84,852
REVENUE	**TOTAL REVENUE**	**4,877,578**	**$ 4,940,567**	**$ 5,077,752**	**$ 5,253,873**
EXPENSES	Certificated Salaries	1,563,542	$ 1,610,449	$ 1,658,762	$ 1,710,350
EXPENSES	Classified Salaries	648,905	$ 668,372	$ 688,424	$ 709,834
EXPENSES	Benefits	1,015,556	$ 1,045,871	$ 1,076,655	$ 1,110,138
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*3,228,003*	*$ 3,324,692*	*$ 3,423,840*	*$ 3,530,322*
EXPENSES	Books and Supplies	312,120	$ 312,440	$ 322,094	$ 332,111
EXPENSES	Services and Other Operating Expenses	1,314,687	$ 1,274,717	$ 1,297,285	$ 1,333,452
EXPENSES	Capital Outlay	-	$ -	$ -	$ -
EXPENSES	Other Outgoing	-	$ -	$ -	$ -
EXPENSES	*TOTAL OTHER EXPENSES*	*1,626,807*	*$ 1,587,157*	*$ 1,619,379*	*$ 1,665,564*
EXPENSES	**TOTAL EXPENSES**	**4,854,810**	**$ 4,911,848**	**$ 5,043,219**	**$ 5,195,885**
SUMMARY	**SURPLUS\(DEFICIT)**	**22,767**	**28,719**	**34,532**	**57,988**
SUMMARY	*% of Expenses*	*0.5%*	*0.6%*	*0.7%*	*1.1%*
SUMMARY	BEGINNING FUND BALANCE	$ 996,876	$ 1,019,644	$ 1,048,362	$ 1,082,895
SUMMARY	**ENDING BALANCE**	**$ 1,019,644**	**$ 1,048,362**	**$ 1,082,895**	**$ 1,140,882**
SUMMARY	*% of Expenses*	*21.0%*	*21.3%*	*21.5%*	*22.0%*

GRADE	2026-2027	2027-2028	2028-2029	2029-2030
ENROLLMENT BY GRADE				
TK	30	30	30	30
K	34	30	30	30
1	46	27	28	28
2	46	50	26	28
3	30	50	51	28
4	30	31	50	51
5	28	29	30	50
6	28	28	28	28
7	28	27	28	28
8	24	26	27	27
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
TOTAL	324	328	328	328
DAILY ATTENDANCE RATE				
TK	94.00%	94.00%	94.00%	94.00%
K	94.00%	94.00%	94.00%	94.00%
1	94.00%	94.00%	94.00%	94.00%
2	94.00%	94.00%	94.00%	94.00%
3	94.00%	94.00%	94.00%	94.00%
4	94.00%	94.00%	94.00%	94.00%
5	94.00%	94.00%	94.00%	94.00%
6	94.00%	94.00%	94.00%	94.00%
7	94.00%	94.00%	94.00%	94.00%
8	94.00%	94.00%	94.00%	94.00%
9	94.00%	94.00%	94.00%	94.00%
10	94.00%	94.00%	94.00%	94.00%
11	94.00%	94.00%	94.00%	94.00%
12	94.00%	94.00%	94.00%	94.00%
OVERALL AVG	94.00%	94.00%	94.00%	94.00%
AVG DAILY ATTENDANCE BY GRADE				
TK	28.2	28.20	28.20	28.20
K	31.96	28.20	28.20	28.20
1	43.24	25.38	26.32	26.32
2	43.24	47.00	24.44	26.32
3	28.20	47.00	47.94	26.32
4	28.20	29.14	47.00	47.94
5	26.32	27.26	28.20	47.00
6	26.32	26.32	26.32	26.32
7	26.32	25.38	26.32	26.32
8	22.56	24.44	25.38	25.38
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
TOTAL	304.56	308.32	308.32	308.32
AVG DAILY ATTENDANCE BY GRADE RANGE				
TK-3	174.84	175.78	155.10	135.36
4-6	80.84	82.72	101.52	121.26
7-8	48.88	49.82	51.70	51.70
9-12	-	-	-	-
TOTAL	304.56	308.32	308.32	308.32

ACCT	ACCOUNT NAME	v27.1b 05.19.26 2026-2027	v27.2 08.20.26 2027-2028	v27.2 08.20.26 2028-2029	v27.2 08.20.26 2029-2030
LCFF			2.30%	3.09%	3.11%
8011	LCFF Revenues	2,094,278	1,689,705	1,710,952	1,750,738
8012	Education Protection Account Revenue	806,164	1,356,699	1,398,621	1,442,138
8019	Prior Year Income/Adjustments		-	-	-
8096	Charter Schools Funding In-Lieu of Property Taxes	949,493	980,826	1,011,134	1,042,580
80XX	—		-	-	-
80XX	—		-	-	-
	TOTAL LCFF REVENUE	3,849,935	4,027,230	4,120,687	4,235,456
FEDERAL			2.30%	3.09%	3.11%
8181	Special Education - Entitlement	-	-	-	-
8182	Special Education - Mental Health		-	-	-
8220	Federal Child Nutrition Programs	42,000	43,386	44,727	46,138
8285	LAUSD Federal SPED	-	-	-	-
8290	All Other Federal Revenue	-	-	-	-
8291	Title I Federal Revenue	27,614	28,525	29,407	30,321
8292	Title II	5,323	5,499	5,668	5,845
8293	Title III Federal Revenue	-	-	-	-
8294	Title IV	10,000	10,000	10,000	10,000
8295	Title V Federal Revenue		-	-	-
8299	Prior Year Federal Revenue		-	-	-
80XX	—		-	-	-
	TOTAL FEDERAL REVENUE	84,937	87,410	89,802	92,284
OTHER STATE			2.30%	3.09%	3.11%
8520	State Child Nutrition Program	99,000	101,234	104,362	107,608
8550	Mandated Block Grant	6,259	6,456	6,655	6,862
8560	State Lottery Revenue	82,840	85,574	88,218	90,962
8590	All Other State Revenues	517,055	386,232	403,979	458,772
8591	SB 740 Revenue	-	-	-	-
8599	Prior Year State Income		-	-	-
8791	SPED State/Other Transfers of Apportionments from Districts	162,285	166,607	171,756	177,097
8792	SPED State/Other Transfers of Apportionments from County	-	-	-	-
8596	ASES		-	-	-
80XX	—		-	-	-
80XX	—		-	-	-
	TOTAL OTHER STATE REVENUE	866,439	744,103	774,971	841,302
	OTHER STATE REVENUE ACCT BREAKDOWN				
8590	*Prop 28*	86,198	48,092	49,578	51,120
8590	*State Mental Health*	25,914	26,769	27,596	28,455
8590	*FY25-26 Student Support PD BG*	87,757	-	-	-
8590	*Learning Recovery BG*	100,821	-	-	-
8590	*Literacy Screening*	3,613	3,732	3,848	3,967
8590	*STRS On Behalf Contribution - Offset by STRS Expense*	211,752	219,773	226,564	233,610
8590	*NEW FY26-27 Student Support/Prof Dev BG ($30/ADA)*	-	70,810	70,810	141,620
8590	*New FY26-27 LREBG Reassignment ($14.40/ADA)*	-	17,066	16,183	-
	TOTAL OTHER STATE REVENUE ACCT BREAKDOWN	517,055	386,232	403,979	458,772
LOCAL			2.30%	3.09%	3.11%
8639	Student Lunch revenue		-	-	-
8650	Rental Income		-	-	-
8660	Interest Income	131.00	135	140	144
8662	Net Increase/Decrease in Investment		-	-	-
8677	State Local SPED Revenue		-	-	-
8682	Foundation Grants/Donations	25,520	26,362	27,177	28,022
8684	Student Body (ASB) Fundraising Revenue		-	-	-
8685	School Site fundraising	1,625	1,678	1,730	1,784
8688	In Kind Contributions		-	-	-
8694	Field Trip Revenues	40,000	41,320	42,597	43,922
8698	E-rate Revenues		-	-	-
8699	All Other Local Revenue	10,000	10,330	10,649	10,980
8798	Income (Loss) from Ownership in Subsidiary		-	-	-
80XX	—		-	-	-
80XX	—		-	-	-
	TOTAL LOCAL REVENUE	77,276	79,826	82,292	84,852
	TOTAL REVENUE	4,877,678	4,940,167	5,077,752	5,252,873
1000 - CERTIFICATED EMPLOYEES					3.11%
1100	Teachers' Salaries	1,150,174	1,184,679	1,210,219	1,258,168
1105	Teachers' Bonuses	-	-	-	-
1106	Teachers Stipends	-	-	-	-

1120	Substitute Expense	20,000	20,600	21,218	21,878
1121	Teachers' Salaries short term subs	-	-	-	-
1122	Short Term Subs	-	-	-	-
1123	Teachers' Salaries long term subs	-	-	-	-
1200	Certificated Pupil Support Salaries	95,020	97,871	100,807	103,942
1300	Certificated Supervisor and Administrator Salaries	156,684	161,384	166,326	171,396
1305	Certificated Supervisor and Administrator Bonuses	-	-	-	-
1900	Other Certificated Salaries	141,664	145,914	150,252	154,900
1910	Other Certificated Overtime	-	-	-	-
108X	—	-	-	-	-
108X	—	-	-	-	-
	TOTAL CERTIFICATED EMPLOYEE EXPENSES	1,561,542	1,610,449	1,658,792	1,710,350

2000 - CLASSIFIED EMPLOYEES					3.11%
2100	Instructional Aide Salaries	317,034	326,545	336,342	346,802
2103	Classified Long Term Sub	-	-	-	-
2105	Instructional Aide Bonus	-	-	-	-
2110	Instructional Aide Overtime	-	-	-	-
2200	Classified Support Salaries (Maintenance, Food)	134,579	138,613	142,772	147,212
2205	Classified Support Salaries Bonus	-	-	-	-
2210	Classified Support Overtime	-	-	-	-
2300	Classified Supervisor and Administrator Salaries	49,171	50,648	52,167	53,790
2305	Classified Supervisor and Admin Bonus	-	-	-	-
2400	Clerical, Technical, and Office Staff Salaries	88,304	91,985	94,745	97,691
2405	Clerical Technical and Office Staff Bonus	-	-	-	-
2410	Clerical, Technical, and Office Staff Overtime	-	-	-	-
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	58,816	60,580	62,398	64,338
2901	Other Classified Salaries Substitute	-	-	-	-
2905	Other Stipends	-	-	-	-
2910	Other Classified Overtime	-	-	-	-
208X	—	-	-	-	-
208X	—	-	-	-	-
	TOTAL CLASSIFIED EMPLOYEE EXPENSES	648,904	668,371	688,424	709,334

3000 - EMPLOYEE BENEFITS					3.11%
3101	State Teachers' Retirement System, certificated positions	468,388	483,078	497,768	513,248
3201	Employer PERS Certificated	40,008	41,200	42,436	43,756
3202	Public Employees' Retirement System, classified positions	126,063	129,845	133,740	137,900
3301	OASDI/Medicare Certificated, Unrestricted	41,270	42,508	43,783	45,145
3302	OASDI/Medicare Classified	41,002	46,152	47,742	49,227
3401	Health & Welfare Benefits, Certificated	183,223	188,720	194,368	200,433
3402	Health & Welfare Benefits Classified	56,400	58,092	59,835	61,696
3501	State Unemployment Insurance Certificated	14,528	14,528	14,528	14,980
3502	State Unemployment Insurance Classified	11,804	11,804	11,804	12,171
3601	Worker Compensation Insurance	20,404	21,016	21,647	22,330
3602	Worker Compensation Insurance	8,468	8,722	8,984	9,263
3701	OPEB benefits	-	-	-	-
3702	OPEB benefits	-	-	-	-
3901	Other Employee Benefits	-	-	-	-
3902	Other Employee Benefits Classified	-	-	-	-
3903	Other Employee Benefits	-	-	-	-
308X	—	-	-	-	-
308X	—	-	-	-	-
	TOTAL EMPLOYEE BENEFITS EXPENSES	1,015,554	1,045,871	1,076,855	1,110,138
	TOTAL PAYROLL RELATED EXPENSES	3,226,001	3,324,692	3,423,849	3,530,322

4000 - BOOKS AND SUPPLIES			3.00%	3.00%	3.11%
4100	Approved Textbooks and Core Curriculum	2,500	2,583	2,662	2,745
4101	Curriculum Assessment and Software	-	-	-	-
4102	Supplemental Curriculum	-	-	-	-
4200	Books and Other Reference Materials	2,500	2,583	2,662	2,745
4215	CSI Materials	-	-	-	-
4300	Materials and Supplies	21,420	22,127	22,811	23,530
4315	Classroom Materials and Supplies	70,000	72,310	74,544	76,863
4342	Materials for School Sponsored Athletics	-	-	-	-
4381	Materials for Plant Maintenance	-	-	-	-
4400	Noncapitalized Equipment	10,000	10,330	10,649	10,980
4407	Student educational software	-	-	-	-
4410	Software and Software licensing	50,000	52,000	53,607	55,274
4430	Noncapitalized Student Equipment	8,000	8,264	8,519	8,784
4440	Student Event Materials	-	-	-	-
4700	Food and Food Supplies	137,700	142,244	146,639	151,200
409X	—		-	-	-
409X	—		-	-	-
	TOTAL BOOKS AND SUPPLIES	312,120	312,440	322,094	332,131

5000 - SERVICES AND OTHER OPERATING EXPENSES			3.00%	3.00%	3.11%
5100	Subagreements for Services		-	-	-
5200	Travel and Conferences	12,000	12,396	12,779	13,176
5206	Parking Expense	-	-	-	-
5210	Training and Development Expense	4,000	4,132	4,260	4,392

5300	Dues and Memberships	15,000	15,495	15,974	16,471
5400	Insurance	64,850	66,990	69,060	71,208
5450	Property Taxes	-	-	-	-
5500	Operation and Housekeeping Services	-	-	-	-
5501	Utilities	72,000	74,376	76,674	79,059
5505	Student Transportation/Field Trips	-	-	-	-
5600	Space Rental/Leases Expense	384,681	376,715	388,358	400,434
5601	Building Maintenance	-	-	-	-
5602	Other Space Rental	200	207	213	220
5603	Engagement Space Rental	-	-	-	-
5605	Equipment Rental/Lease Expense	7,300	7,541	7,774	8,016
5610	Equipment Repair	300	310	319	329
5621	Facilities Costs	-	-	-	-
5710	Transfer of Direct Costs	-	-	-	-
5800	Professional/Consulting Services and Operating Expenditures	27,965	28,888	27,965	28,835
5803	Banking and Payroll Service Fees	3,200	3,306	3,200	3,300
5805	Legal Services	12,000	12,396	12,000	12,373
5806	Audit Services	14,528	15,007	14,528	14,980
5807	Legal Settlements	15,399	15,907	15,399	15,878
5809	Employee Tuition Reimbursement	-	-	-	-
5810	Educational Consultants	125,000	100,000	100,000	100,000
5811	Student Transportation	-	-	-	-
5812	Other Student Activities	-	-	-	-
5814	Non Employee Sub Expense	40,000	41,320	42,587	43,922
5815	Advertising/Recruiting	7,000	3,500	3,500	3,500
5820	Fundraising Expense	250	250	250	258
5825	School Pathways	-	-	-	-
5830	Field Trip Expenses	40,000	41,320	42,587	43,922
5836	Transportation Services	-	-	-	-
5842	Services Student Athletics	2,000	2,066	2,130	2,196
5850	Scholarships Awarded	-	-	-	-
5873	Financial Services	121,999	123,965	111,999	125,732
5874	Personnel Services	3,500	3,616	3,727	3,843
5875	District Oversight Fee	38,499	39,770	40,999	42,274
5877	IT Services	27,600	27,600	27,600	27,600
5885	Summer School Expenses		-	-	-
5890	Interest Expense/Fees		-	-	-
5891	Charter School Capital Fees		-	-	-
5892	ASB Activities Expense		-	-	-
5894	ASB Activities Expense		-	-	-
5899	CMO Management Fee Expense	276,975	240,000	247,416	255,133
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	12,000	12,396	12,779	13,176
5901	Marketing	6,500	3,250	3,250	3,250
5998	Unallocated Credit Card Expense		-	-	-
5999	Expense Suspense		-	-	-
59XX	---		-	-	-
59XX	---		-	-	-
	TOTAL SERVICES AND OTHER OPERATING EXPENSES	1,314,687	1,274,717	1,297,285	1,333,452

6000 - CAPITAL OUTLAY			3.00%	3.09%	3.11%
6900	Depreciation Expense		-	-	-
6901	Amortization Expense		-	-	-
69XX	---		-	-	-
69XX	---		-	-	-
	TOTAL CAPITAL OUTLAY EXPENSES	-	-	-	-

7000 - OTHER OUTGOING			3.00%	3.09%	3.11%
7000	Miscellaneous Expense		-	-	-
7141	Special Education Encroachment District	-	-	-	-
7200	Other Transfer		-	-	-
7201	Write Off of Prior year assets		-	-	-
7299	All other Transfers		-	-	-
7310	Transfer of Indirect Costs		-	-	-
7438	Debt Service - Interest		-	-	-
7439	Debt Service Amortization		-	-	-
7619	Other Interfund Transfers out		-	-	-
79XX	---		-	-	-
79XX	---		-	-	-
	TOTAL OTHER OUTGOING EXPENSES	-	-	-	-
	TOTAL NON-PAYROLL EXPENSES	1,626,807	1,587,157	1,619,378	1,665,564
	TOTAL EXPENSES	4,854,818	4,911,848	5,043,219	5,195,885
	NET INCOME	22,767	28,719	14,532	17,988

		BUDGET 1	BUDGET 2	BUDGET 3	BUDGET 4	BUDGET 5	BUDGET 6	BUDGET 7	BUDGET 8	BUDGET 9	BUDGET 10	BUDGET 11	BUDGET 12	TOTALS	
	Budget	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	2017	PY-1/Y-Total
Revenue															
Revenue Limit Sources															
8011 LCFF Revenue	$ 1,995,176.00	$ 166,713.00	$ 166,713.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ 166,465.00	$ -	$ 1,995,176.00	$ 1,995,176.00
8012 Education Protection Account Revenue	$ 908,243.00	$ -	$ -	$ -	$ -	$ 302,081.00	$ -	$ -	$ 302,081.00	$ -	$ -	$ 303,081.00	$ -	$ 908,243.00	$ 908,243.00
8019 Prior Year Income/Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8096 Charter Schools Funding In Lieu of Property Taxes	$ 999,921.21	$ 2,174.44	$ 101,444.21	$ 81,102.58	$ 81,102.58	$ 81,102.58	$ 81,102.58	$ 81,102.58	$ 81,102.58	$ 225,102.58	$ 122,102.58	$ 81,102.58	$ 81,102.58	$ 999,921.21	$ 999,921.21
8093 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8093 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8094 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8094 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8095 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8095 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue Limit Sources	$ 3,903,340.21	$ 252,188.44	$ 359,246.21	$ 273,283.41	$ 473,180.41	$ 252,439.41	$ 333,868.24	$ 248,100.24	$ 551,243.47	$ 391,243.47	$ 282,443.41	$ 57,475.71	$ 81,102.57	$ 3,903,340.21	$ 3,903,340.21
Federal Revenue															
8181 Special Education - Entitlement	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8182 Special Education - Mental Health	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8220 Federal Child Nutrition Programs	$ 12,000.00	$ -	$ -	$ -	$ -	$ 1,000.00	$ 4,000.00	$ -	$ 4,000.00	$ 2,000.00	$ -	$ 1,000.00	$ 2,000.00	$ 12,000.00	$ 12,000.00
8290 Low Incidence Grants	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290 All Other Federal Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8291 Title I Federal Revenue	$ 27,614.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,903.50	$ -	$ 13,807.00	$ -	$ 5,522.80	$ 1,380.70	$ 27,614.00	$ 27,614.00
8292 Title II	$ 3,315.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,105.75	$ -	$ 2,211.25	$ -	$ 1,105.00	$ 221.25	$ 3,315.00	$ 3,315.00
8293 Title III Federal Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8294 Title IV	$ 10,000.00	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,500.00	$ -	$ 5,000.00	$ -	$ 2,500.00	$ 500.00	$ 10,000.00	$ 10,000.00
8295 Title V Rural Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 Prior Year Federal Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Federal Revenue	$ 52,929.00	$ -	$ -	$ -	$ -	$ 1,000.00	$ 11,014.25	$ -	$ 10,000.00	$ 6,300.00	$ 1,000.00	$ 6,027.80	$ 2,000.00	$ 7,130.00	$ 6,000.00	$ 72,171.00
State Revenue															
8545 State Child Nutrition Program	$ 58,000.00	$ -	$ -	$ -	$ -	$ 4,000.00	$ 10,500.00	$ -	$ -	$ 10,700.00	$ 14,700.00	$ 4,000.00	$ -	$ 11,500.00	$ 11,500.00	$ 73,400.00
8550 Mandated Block Grant	$ 6,249.57	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,249.57	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,249.57
8560 State Lottery Revenue	$ 32,895.22	$ -	$ -	$ -	$ -	$ 12,952.12	$ -	$ -	$ -	$ 10,012.20	$ -	$ -	$ 11,102.42	$ -	$ -	$ 32,895.22
8590 All Other State Revenues	$ 517,000.00	$ 32,891.00	$ 36,291.00	$ 51,709.00	$ 73,803.00	$ 51,803.00	$ 51,291.00	$ 51,000.00	$ 51,703.00	$ 56,103.00	$ 52,111.00	$ 52,111.00	$ 51,100.00	$ 517,000.00	$ 517,000.00
8591 SB 740 Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8599 Prior Year State Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8791 SPED State/Other Transfers-of/Apportionments from	$ 161,205.00	$ 13,884.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 13,870.33	$ 14,510.65	$ -	$ -	$ 161,205.00
8792 SPED State/Other Transfers-of/Apportionments from	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8792 AAPS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
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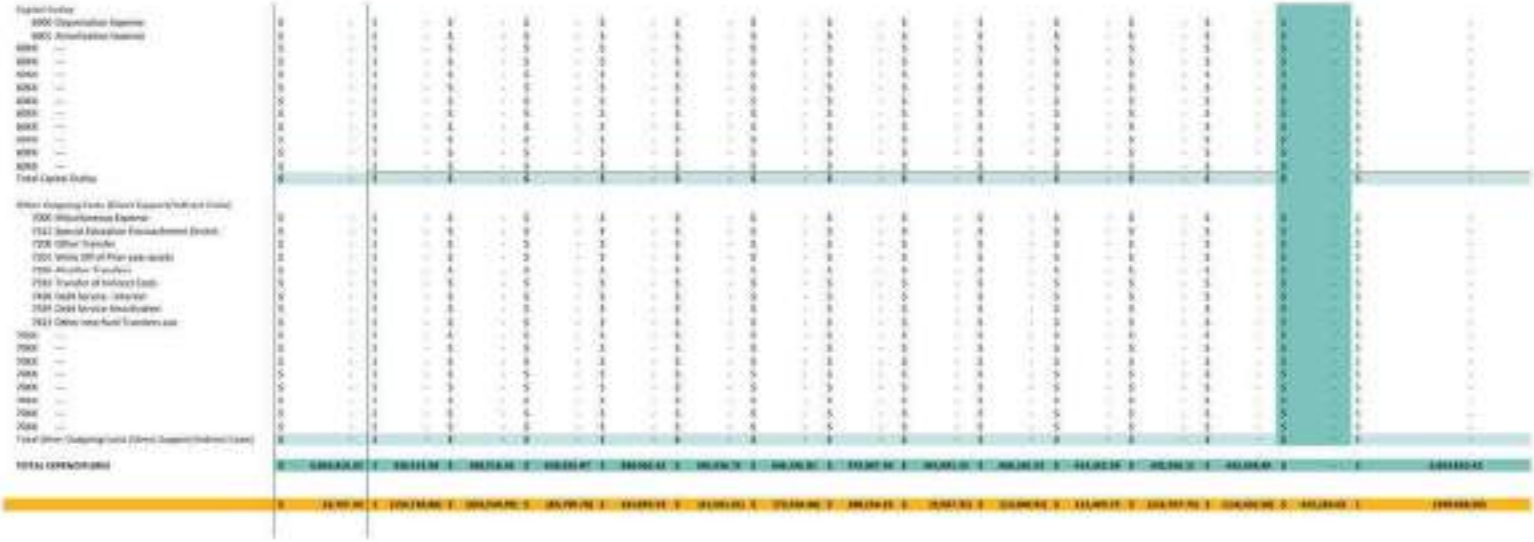
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total State Revenue	$ 805,449.80	$ 46,885.33	$ 50,251.33	$ 65,579.33	$ 87,673.33	$ 82,585.45	$ 75,661.33	$ 75,170.33	$ 71,823.90	$ 80,703.33	$ 66,981.33	$ 66,111.33	$ 76,712.67	$ 528,500.00	$ 528,500.00	$ 441,800.36
Local Revenue															
8660 Student Lunch Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8662 Rental Income	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660 Interest Income	$ 151.00	$ 12.34	$ 12.75	$ 12.57	$ 12.69	$ 12.97	$ 13.08	$ 13.07	$ 13.07	$ 13.11	$ 13.08	$ 13.11	$ 13.11	$ -	$ -	$ 151.00
8662 Net Increase/Decrease in Investments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8677 State Local GPS Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8681 Foundation Special Donations	$ 13,119.99	$ 105.00	$ 700.00	$ 740.00	$ 1,111.99	$ 1,001.00	$ 1,000.00	$ 740.00	$ 700.00	$ 1,001.00	$ 1,101.99	$ 740.00	$ 740.00	$ -	$ -	$ 13,119.99
8680 Student Body ASB Fundraising Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8680 School Site Fundraising	$ 1,810.00	$ -	$ -	$ -	$ 181.00	$ 362.00	$ 362.00	$ 181.00	$ 181.00	$ 362.00	$ 362.00	$ 362.00	$ 362.00	$ -	$ -	$ 1,810.00
8686 In Kind Contributions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8699 Field Trip Revenue	$ 40,000.00	$ -	$ -	$ -	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ -	$ -	$ 40,000.00
8699 Fundraisers	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8699 All Other Local Revenue	$ 10,000.00	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ 833.33	$ -	$ -	$ 10,000.00
8704 Income (Loss) from Dental Clinic in Lakeshore	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8299 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local Revenues	$ 72,129.99	$ 1,051.33	$ 1,865.75	$ 1,585.90	$ 6,138.01	$ 6,208.30	$ 6,207.41	$ 5,766.40	$ 5,728.40	$ 6,209.44	$ 6,309.40	$ 5,948.75	$ 5,948.81	$ -	$ -	$ 72,129.99
TOTAL REVENUE	$ 5,833,847.70	$ 472,005.44	$ 504,863.49	$ 390,230.69	$ 646,833.95	$ 343,873.16	$ 426,800.91	$ 343,154.42	$ 638,594.97	$ 485,456.24	$ 355,724.24	$ 336,498.81	$ 167,843.81	$ 4,431,970.70	$ 4,431,970.70	

| | | |

4300 Supplies and Materials	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4300 Books and Other Reference Materials	$	2,100.00	$	242.43	$	26.11	$	122.57	$	390.08	$	48.21	$	105.76	$	230.88	$	86.20	$	36.49	$	39.27	$	333.60	$	333.67	$	-	$	-	$	2,100.00
4310 CD Materials	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4300 Materials and Supplies	$	11,450.00	$	2,514.21	$	2,399.14	$	1,121.65	$	1,585.00	$	2,397.58	$	1,552.59	$	750.97	$	1,645.28	$	2,092.36	$	1,667.95	$	1,111.20	$	2,340.93	$	-	$	-	$	11,450.00
4311 Classroom Materials and Supplies	$	70,000.00	$	5,910.44	$	4,364.14	$	3,752.34	$	2,254.60	$	2,472.17	$	5,232.08	$	4,000.00	$	4,582.45	$	2,159.07	$	2,498.66	$	12,891.20	$	28,324.94	$	-	$	-	$	70,000.00
4312 Materials for School Sponsored Activities	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4313 Materials for Plant Maintenance	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4400 Noncapitalized Equipment	$	10,000.00	$	221.40	$	936.32	$	1,117.21	$	860.34	$	360.46	$	1,208.95	$	2,104.34	$	314.41	$	1,962.57	$	336.85	$	473.47	$	829.60	$	-	$	-	$	10,000.00
4407 Student Educational Software	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4412 Software and Software Licensing	$	60,000.00	$	10,854.01	$	8,470.90	$	6,288.06	$	3,863.40	$	3,680.28	$	5,950.61	$	1,084.39	$	1,910.20	$	1,401.31	$	311.38	$	1,895.60	$	2,850.13	$	-	$	-	$	60,000.00
4440 Noncapitalized Student Equipment	$	8,000.00	$	1,130.97	$	1,052.39	$	588.24	$	910.61	$	913.13	$	137.99	$	274.54	$	386.40	$	190.26	$	360.84	$	790.39	$	1,070.98	$	-	$	-	$	8,000.00
4460 Student Guest Materials	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4700 Food and Food Supplies	$	137,900.00	$	7,990.83	$	11,110.46	$	13,886.46	$	7,271.77	$	11,847.75	$	6,050.72	$	3,200.19	$	8,010.47	$	17,866.37	$	11,009.44	$	17,477.90	$	31,280.99	$	-	$	-	$	137,900.00
4800 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
4900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Total Books and Supplies	$	311,110.00	$	47,011.51	$	30,308.09	$	31,240.96	$	18,550.98	$	34,117.12	$	18,797.87	$	11,601.17	$	17,884.41	$	25,511.39	$	21,211.08	$	34,176.36	$	40,614.42	$	-	$	-	$	311,110.00
Services, Other Operating Expenses																														
5100 Subagreements for Services	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5200 Travel and Conferences	$	11,000.00	$	1,100.34	$	178.39	$	918.20	$	1,098.07	$	1,084.14	$	833.40	$	368.84	$	1,284.20	$	1,197.50	$	1,720.44	$	880.70	$	1,130.54	$	-	$	-	$	11,000.00
5250 Parking Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5270 Training and Development Expense	$	4,000.00	$	31.92	$	295.26	$	237.73	$	40.60	$	1,232.26	$	1,210.09	$	3.05	$	-	$	198.83	$	19.81	$	21.21	$	120.49	$	-	$	-	$	4,000.00
5300 Dues and Memberships	$	11,000.00	$	1,009.58	$	1,460.36	$	140.88	$	1,113.00	$	96.04	$	234.88	$	1,192.06	$	380.84	$	70.86	$	-	$	499.60	$	284.24	$	-	$	-	$	11,000.00
5400 Insurance	$	84,800.00	$	11,125.51	$	3,504.40	$	3,330.88	$	3,545.31	$	3,504.70	$	3,555.79	$	3,150.00	$	3,555.79	$	3,555.79	$	3,555.79	$	-	$	-	$	-	$	-	$	84,800.00
5450 Property Taxes	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5500 Operations and Housekeeping Services	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5501 Utilities	$	72,000.00	$	5,142.09	$	6,080.40	$	8,021.11	$	5,000.44	$	6,264.12	$	5,511.61	$	3,900.00	$	5,303.00	$	6,821.21	$	5,010.66	$	7,267.86	$	6,570.61	$	-	$	-	$	72,000.00
5500 Student Transportation/Field Trips	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5400 Space Rental/Lease Expense	$	864,681.00	$	70,231.94	$	70,332.82	$	70,070.21	$	70,036.79	$	70,036.79	$	70,036.79	$	70,036.79	$	70,886.79	$	70,036.79	$	70,036.79	$	70,036.79	$	70,036.79	$	-	$	-	$	864,681.00
5401 Building Maintenance	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5403 Other Space Rental	$	300.00	$	10.14	$	10.96	$	10.18	$	10.33	$	10.90	$	10.03	$	9.67	$	14.90	$	9.66	$	10.88	$	10.50	$	10.34	$	-	$	-	$	300.00
5405 Engagement Space Rental	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5406 Equipment Rental/Lease Expense	$	7,000.00	$	800.83	$	571.11	$	710.32	$	550.00	$	582.42	$	606.72	$	531.82	$	510.83	$	691.72	$	1,050.00	$	588.20	$	710.31	$	-	$	-	$	7,000.00
5450 Equipment Repair	$	500.00	$	0.40	$	16.30	$	40.78	$	300.07	$	50.40	$	-	$	1.20	$	-	$	-	$	-	$	-	$	10.77	$	-	$	-	$	500.00
5451 Furniture Costs	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5710 Transfer of Direct Costs	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5800 Professional/Consulting Services and Operating Expenses	$	17,900.00	$	1,500.83	$	2,091.48	$	1,730.09	$	2,394.28	$	1,276.16	$	1,186.80	$	1,112.27	$	1,850.65	$	2,621.07	$	1,990.00	$	1,006.30	$	2,707.21	$	-	$	-	$	17,900.00
5804 Banking and Payroll Service Fees	$	3,200.00	$	95.08	$	283.48	$	251.68	$	255.09	$	320.20	$	250.83	$	251.20	$	317.90	$	380.00	$	280.27	$	375.90	$	266.29	$	-	$	-	$	3,200.00
5805 Legal Services	$	12,000.00	$	913.01	$	1,370.24	$	707.85	$	1,120.73	$	984.17	$	222.07	$	120.09	$	470.24	$	250.00	$	2,275.01	$	1,084.00	$	2,170.81	$	-	$	-	$	12,000.00
5806 Audit Services	$	14,500.00	$	1,044.83	$	820.67	$	3,000.63	$	4,500.54	$	1,849.36	$	-	$	-	$	444.46	$	700.00	$	1,276.36	$	421.46	$	340.89	$	-	$	-	$	14,500.00
5807 Legal Settlements	$	11,000.00	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	11,000.00	$	-	$	-	$	11,000.00
5808 Employee Tuition Reimbursement	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5810 Educational Consultants	$	231,000.00	$	21,012.32	$	7,830.11	$	11,270.16	$	4,000.48	$	8,537.87	$	6,000.30	$	6,700.75	$	8,000.00	$	13,077.86	$	10,000.66	$	9,000.00	$	21,280.69	$	-	$	-	$	231,000.00
5811 Student Transportation	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5812 Other Student Activities	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5813 Non Employee Sub Expense	$	80,000.00	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	2,000.33	$	-	$	-	$	80,000.00
5815 Advertising/Recruiting	$	7,000.00	$	150.53	$	700.31	$	903.79	$	500.00	$	900.20	$	1,200.76	$	480.00	$	89.60	$	360.29	$	900.27	$	300.00	$	250.64	$	-	$	-	$	7,000.00
5820 Fundraising Expense	$	250.00	$	-	$	-	$	-	$	-	$	125.00	$	125.00	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	250.00
5821 School Pathways	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5840 Field Trip Expenses	$	84,000.00	$	1,000.43	$	4,960.18	$	600.60	$	3,000.50	$	910.14	$	1,010.50	$	-	$	800.40	$	10,000.67	$	9,900.60	$	1,600.50	$	200.00	$	-	$	-	$	84,000.00
5850 Transportation Services	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5862 Services Student Athletics	$	3,000.00	$	0.44	$	80.10	$	160.20	$	300.72	$	400.22	$	10.07	$	500.22	$	2.00	$	50.00	$	350.00	$	200.00	$	200.00	$	-	$	-	$	3,000.00
5880 Scholarships Awarded	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5897 Financial Services	$	121,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	10,000.00	$	-	$	-	$	-	$	121,000.00
5899 Personnel Services	$	3,000.00	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	250.47	$	-	$	-	$	3,000.00
5897 District Oversight Fee	$	38,000.00	$	2,000.01	$	3,070.08	$	-	$	3,040.03	$	2,477.13	$	4,000.01	$	3,040.70	$	4,000.00	$	3,000.00	$	2,000.00	$	2,000.00	$	4,240.08	$	-	$	-	$	38,000.00
5897 IT Services	$	17,000.00	$	1,417.00	$	1,630.39	$	2,120.21	$	2,000.14	$	1,830.68	$	1,670.91	$	1,130.12	$	2,110.69	$	2,090.14	$	4,570.12	$	2,000.20	$	2,670.72	$	-	$	-	$	17,000.00
5899 Summer School Expenses	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 Interest Expense/Fees	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5901 Charter School Expenses	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5902 ASB Activities Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5903 ASB Activities Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5904 CMO Management Fee Expense	$	334,973.48	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	33,901.39	$	-	$	-	$	334,973.48
5905 Communications (Tele, Internet, Copier, Postage/Ship)	$	12,000.00	$	1,032.98	$	1,130.38	$	1,001.95	$	990.17	$	910.03	$	500.98	$	575.25	$	690.21	$	300.00	$	1,030.03	$	1,444.21	$	900.39	$	-	$	-	$	12,000.00
5906 Advertising	$	6,000.00	$	444.67	$	444.67	$	500.67	$	444.67	$	444.67	$	444.67	$	500.67	$	444.67	$	444.67	$	444.67	$	444.67	$	444.67	$	-	$	-	$	6,000.00
5908 Uncollectable Credit Card Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5909 Expense Suspense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5800 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5800 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5900 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Total Services, Other Operating Expenses	$	1,459,887.27	$	202,036.33	$	193,020.29	$	190,000.46	$	159,013.00	$	190,201.00	$	90,000.77	$	83,701.27	$	95,000.00	$	116,091.20	$	111,279.50	$	70,011.70	$	107,013.13	$	-	$	-	$	1,459,887.27



CASH FLOW		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
		1	2	3	4	5	6	7	8	9	10	11	12		
	Budget	JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	01-12 Total
Revenue															
Revenue Until Charter															
8011 LCFF Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]
8012 Education Protection Account Revenue	[illegible]	-	-	-	[illegible]	-	-	[illegible]	-	-	[illegible]	-	-	[illegible]	[illegible]
8014 Prior Year Income/Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools Funding in Lieu of Property Taxes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8040 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8045 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8060 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8080 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8090 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8095 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue Until Charter	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Federal Revenue															
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition Programs	[illegible]	-	-	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]
8290 ESEA Federal SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I Federal Revenue	[illegible]	-	-	-	-	[illegible]	[illegible]	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8292 Title II	[illegible]	-	-	-	-	[illegible]	[illegible]	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8293 Title III Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title IV	[illegible]	-	-	-	-	[illegible]	[illegible]	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8296 Title V Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8298 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Income	[illegible]	-	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
State Revenue															
8520 State Child Nutrition Program	[illegible]	-	-	-	-	[illegible]	[illegible]	-	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]
8550 Mandated Block Grant	[illegible]	-	-	-	-	-	-	[illegible]	-	-	-	-	-	-	[illegible]
8560 State Lottery Revenue	[illegible]	-	-	-	-	[illegible]	[illegible]	-	[illegible]	-	[illegible]	-	[illegible]	-	[illegible]
8590 All Other State Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8591 SB 740 Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Prior Year State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8701 SPED State/Other Transfers of Apportionments from [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8701 SPED State/Other Transfers of Apportionments from [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 ASES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Local Revenue															
8634 Student Lunch Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8662 Net Increase/Decrease in Investment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8677 Child Local SPED Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 Foundation Grants/Donations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8689 Student Body (ASB) Fundraising Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 School Site Fundraising	[illegible]	-	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8699 In-Kind Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 Field Trip Revenue	[illegible]	-	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8699 E-rate Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8708 Income (Loss) from Dealership or Subsidiary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Local Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
TOTAL REVENUE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EXPENSES															
Certificated Salaries															
1100 Teachers' Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
1110 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1120 Teachers' Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1125 Substitute Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
1122 Teachers' Salaries short-term subs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1123 Short Term Subs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1133 Teachers' Salaries long term subs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1200 Certificated Pupil Support Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
1300 Certificated Supervisor and Administrator Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
1305 Certificated Supervisor and Administrator Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1900 Other Certificated Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
1903 Other Certificated Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Certificated Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
Classified Salaries															
2100 Instructional Aide Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
2104 Classified Long Term Sub	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2105 Instructional Aide Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2103 Instructional Aide Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200 Classified Support Salaries (Maintenance, Food)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
2205 Classified Support Salaries Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2201 Classified Support Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
2305 Classified Supervisor and Admin Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400 Clerical, Technical, and Office Staff Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
2405 Clerical Technical and Office Staff Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2401 Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2900 Other Classified Salaries (Noon and Yard Sup, etc.)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
2901 Other Classified Salaries Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2990 Other Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2902 Other Classified Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Classified Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
Employee Benefits															
3101 State Teachers' Retirement System, certificated positions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3102 Employer STRS Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201 Employer PERS Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3202 Public Employees' Retirement System, classified positions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3301 OASDI/Medicare Certificated, Unrestricted	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3302 OASDI/Medicare Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3401 Health & Welfare Benefits, Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3402 Health & Welfare Benefits Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3501 State Unemployment Insurance Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3502 State Unemployment Insurance Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3601 Worker Compensation Insurance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3602 Worker Compensation Insurance	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
3701 OPEB benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3702 OPEB benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901 Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Employee Benefits Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3903 Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
XXXX —	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

3XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
3XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Employee Benefits	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**		**[illegible]**
Books and Supplies															
4100 Approved Textbooks and Core Curriculum	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4125 Curriculum Assessment and Software	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4150 Supplemental Curriculum	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4200 Books and Other Reference Materials	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4211 [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4300 Materials and Supplies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4315 Classroom Materials and Supplies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4342 Materials for School Sponsored Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4381 Materials for Plant Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4400 Noncapitalized Equipment	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4407 Student Educational Software	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4410 Software and Software Licensing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4430 Noncapitalized Student Equipment	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4600 Student Event Materials	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4700 Food and Food Supplies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
4XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total Books and Supplies	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**		**[illegible]**
Services, Other Operating Expenses															
5100 Subagreements for Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5200 Travel and Conferences	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5206 Parking Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5210 Training and Development Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5300 Dues and Memberships	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]		[illegible]
5400 Insurance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	-		[illegible]
5450 Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5500 Operation and Housekeeping Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5501 Utilities	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5510 Student Transportation/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5600 Space Rental/Lease Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5602 Building Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5605 Other Space Rental	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5606 Engagement Space Rental	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5609 Equipment Rental/Lease Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5610 Equipment Repair	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	-	-	-	-	[illegible]		[illegible]
5621 Facilities Costs	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5700 Transfer of Direct Costs	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5800 Professional/Consulting Services and Operating Expenses	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5803 Banking and Payroll Service Fees	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5805 Legal Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5806 Audit Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5807 Legal Settlements	[illegible]	-	-	-	-	-	-	-	-	-	-	-	[illegible]		[illegible]
5809 Employee Tuition Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5810 Educational Consultants	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5811 Student Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5812 Other Student Activities	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5813 Non Employee Sub Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5815 Advertising/Recruiting	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5820 Fundraising Expense	[illegible]	-	-	-	-	[illegible]	[illegible]	-	-	-	-	-	-		[illegible]
5825 [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5830 Field Trip Expenses	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5836 Transportation Services	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5842 Services Student Athletics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-		[illegible]
5850 Scholarships Awarded	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5857 Financial Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-		[illegible]
5874 Personnel Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5875 District Oversight Fee	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5877 IT Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5880 Summer School Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5890 Interest Expense/Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5891 Charter School Capital Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5892 ASB Activities Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5894 ASB Activities Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 CMO Management Fee Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5900 Communications (Tele., Internet, Copier/Postage/Etc)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5901 Marketing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
5906 [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5999 Expense Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5XXX —	-	-	-	-	-	-	-	-	-	-	-	-	-		-

5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Services, Other Operating Expenses	$ 1,279,714.19	$ 149,223.93	$ 108,341.21	$ 237,541.07	$ 111,381.07	$ 96,705.21	$ 93,636.32	$ 86,737.68	$ 92,270.36	$ 112,362.49	$ 107,600.27	$ 96,107.96	$ 103,360.60	$ -	$ -	$ 1,279,714.19														
Capital Outlay																														
6900 Depreciation Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6910 Amortization Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6200 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6300 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6400 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6500 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6600 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6700 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6800 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6900 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
6000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Outlay	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Outgoing Costs (Direct Support/Indirect Costs)																														
7000 Miscellaneous Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7141 Special Education Encroachment (District)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7200 Other Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7201 Prior-Yr Adj of Prior year reports	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7299 All other Transfers	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7310 Transfer of Indirect Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7438 Debt Service - Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7439 Debt Service Amortization	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7629 Other Interfund Transfers out	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
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7000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Other Outgoing Costs (Direct Support/Indirect Costs)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ -	$ -	$ [illegible]														
	$ -	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]														

CASH FLOW [illegible]

	Budget	Projected 1 JULY	Projected 2 AUGUST	Projected 3 SEPT	Projected 4 OCT	Projected 5 NOV	Projected 6 DEC	Projected 7 JAN	Projected 8 FEB	Projected 9 MARCH	Projected 10 APRIL	Projected 11 MAY	Projected 12 JUNE	Accruals [illegible]	FY-12 Total
Revenue															
Revenue Limit Sources															
8011 LCFF Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8012 Education Protection Account Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8019 Prior Year Income/Adjustments	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8096 Charter Schools Funding in Lieu of Property Taxes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
80XX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total Revenue Limit Sources	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Federal Revenue															
8181 Special Education - Entitlement	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8182 Special Education - Mental Health	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8220 Federal Child Nutrition Programs	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8290 All Other Federal Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8291 Title I Federal Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Title II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Title III Federal Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Title IV	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Title V Federal Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8299 Prior Year Federal Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total Federal Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
State Revenue															
8520 State Child Nutrition Program	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8550 Mandated Block Grant	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8560 State Lottery Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8590 All Other State Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8591 SB 740 Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8598 Prior Year State Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8791 SPED [illegible]/Other Transfers of Apportionments from [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8792 SPED [illegible]/Other Transfers of Apportionments from [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total State Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Local Revenue															
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8650 Rental Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8660 Interest Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8662 Net Increase/Decrease in Investment	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8677 [illegible] Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Donations [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Student Body (ASB) Fundraising Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] School Site Fundraising	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] In Kind Contributions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Field Trip Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8699 All Other Local Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Income (Local) from [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8XXX ---	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total Local Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Line item	Amounts
TOTAL REVENUE	[illegible]
EXPENSES	
Certificated Salaries	
1100 Teachers' Salaries	[illegible]
1120 Teachers' Bonuses	[illegible]
1160 Teachers' Stipends	[illegible]
1170 Substitute Expense	[illegible]
1121 Teachers' Salaries short term subs	[illegible]
1122 Short Term Subs	[illegible]
1123 Teachers' Salaries long term subs	[illegible]
1200 Certificated Pupil Support Salaries	[illegible]
1300 Certificated Supervisor and Administrator Salaries	[illegible]
1320 Certificated Supervisor and Administrator Bonuses	[illegible]
1900 Other Certificated Salaries	[illegible]
1950 Other Certificated Overtime	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
Total Certificated Salaries	[illegible]
Classified Salaries	
2100 Instructional Aide Salaries	[illegible]
2110 Classified Long Term Sub	[illegible]
2120 Instructional Aide Bonus	[illegible]
2150 Instructional Aide Overtime	[illegible]
2200 Classified Support Salaries (Maintenance, Food)	[illegible]
2220 Classified Support Salaries Bonus	[illegible]
2250 Classified Support Overtime	[illegible]
2300 Classified Supervisor and Administrator Salaries	[illegible]
2320 Classified Supervisor and Admin Bonus	[illegible]
2400 Clerical, Technical, and Office Staff Salaries	[illegible]
2420 Clerical Technical and Office Staff Bonus	[illegible]
2450 Clerical, Technical, and Office Staff Overtime	[illegible]
2900 Other Classified Salaries (Noon and Yard Sup etc.)	[illegible]
2901 Other Classified Salaries Substitute	[illegible]
2920 Other Stipends	[illegible]
2950 Other Classified Overtime	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
Total Classified Salaries	[illegible]
Employee Benefits	
3101 State Teachers' Retirement System, certificated positions	[illegible]
3102 Employer STRS Classified	[illegible]
3201 Employer PERS Certificated	[illegible]
3202 Public Employees' Retirement System, classified positions	[illegible]
3301 OASDI/Medicare Certificated Unrestricted	[illegible]
3302 OASDI/Medicare Classified	[illegible]
3401 Health & Welfare Benefits, Certificated	[illegible]
3402 Health & Welfare Benefits Classified	[illegible]
3501 State Unemployment Insurance Certificated	[illegible]
3502 State Unemployment Insurance Classified	[illegible]
3601 Worker Compensation Insurance	[illegible]
3602 Worker Compensation Insurance	[illegible]
3751 OPEB Benefits	[illegible]
3752 OPEB Benefits	[illegible]
3901 Other Employee Benefits	[illegible]
3902 Other Employee Benefits Classified	[illegible]
3903 Other Employee Benefits	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
XXXX —	[illegible]
Total Employee Benefits	[illegible]

Books and Supplies																			
4100 Approved Textbooks and Core Curriculum	$ 1,662.10	$ 883.84	$ 260.02	$ 134.73	$ -	$ 831.03	$ 192.65	$ -	$ 99.83	$ 31.88	$ 8.46	$ 7.86	$ 171.16	$ -	$ -	$ 1,662.10			
4110 Curriculum Assessment and Software	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4120 Supplemental Curriculum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4130 Books and Other Reference Materials	$ 1,662.10	$ 883.84	$ 260.02	$ 134.73	$ 983.76	$ 831.03	$ 192.65	$ 113.07	$ 99.83	$ 31.88	$ 8.46	$ 7.86	$ 171.16	$ -	$ -	$ 1,662.10			
4210 CD Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4300 Materials and Supplies	$ 15,910.58	$ 1,664.45	$ 1,455.16	$ 1,159.44	$ 1,687.98	$ 1,873.51	$ 1,616.88	$ 799.72	$ 1,312.68	$ 1,135.55	$ 1,176.24	$ 1,119.59	$ 1,099.05	$ -	$ -	$ 15,910.58			
4310 Classroom Materials and Supplies	$ 75,159.58	$ 8,866.52	$ 9,647.77	$ 5,993.60	$ 3,467.88	$ 10,612.77	$ 5,888.87	$ 6,235.69	$ 5,794.78	$ 3,880.77	$ 3,885.47	$ 12,612.28	$ 10,780.46	$ -	$ -	$ 75,159.58			
4312 Materials for School Sponsored Athletics	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4315 Materials for Pool Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4420 Nonexpendable Equipment	$ 10,649.20	$ 734.99	$ 1,240.11	$ 1,189.79	$ 642.18	$ 968.87	$ 1,686.27	$ 1,450.08	$ 377.43	$ 1,126.45	$ 490.61	$ 717.58	$ 883.85	$ -	$ -	$ 10,649.20			
4437 Student Educational Software	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4435 Software and Software Licensing	$ 16,806.80	$ 21,288.53	$ 7,570.76	$ 4,618.58	$ 3,392.38	$ 2,944.84	$ 3,320.13	$ 1,310.64	$ 1,739.81	$ 1,446.71	$ 534.84	$ 1,877.59	$ 1,811.97	$ -	$ -	$ 16,806.80			
4430 Nonexpendable Student Equipment	$ 8,519.36	$ 1,126.40	$ 1,974.34	$ 624.31	$ 650.79	$ 652.88	$ 146.98	$ 390.88	$ 392.24	$ 323.38	$ 170.75	$ 788.56	$ 1,144.79	$ -	$ -	$ 8,519.36			
4440 Student Lower Materials	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4720 Food and Food Supplies	$ 146,609.44	$ 8,174.81	$ 12,899.88	$ 12,197.08	$ 3,135.25	$ 14,984.03	$ 6,387.32	$ 1,347.96	$ 9,179.21	$ 19,200.28	$ 17,779.88	$ 18,825.47	$ 14,060.89	$ -	$ -	$ 146,609.44			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
4000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
Total Books and Supplies	$ 251,004.21	$ 42,971.41	$ 35,057.04	$ 24,131.08	$ 11,957.16	$ 32,222.27	$ 19,240.04	$ 14,014.49	$ 18,357.04	$ 26,144.41	$ 23,410.06	$ 36,280.08	$ 41,005.13	$ -	$ -	$ 251,004.21			
Services, Other Operating Expenses																			
5100 Subagreements for Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5200 Travel and Conferences	$ 12,779.04	$ 1,132.59	$ 585.38	$ 985.70	$ 1,095.32	$ 1,180.34	$ 710.95	$ 900.64	$ 1,327.97	$ 1,270.18	$ 1,202.84	$ 964.10	$ 1,174.11	$ -	$ -	$ 12,779.04			
5210 Parking Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5220 Training and Development Expense	$ 4,259.68	$ 37.12	$ 210.79	$ 374.84	$ 64.58	$ 1,611.63	$ 1,085.66	$ 5.28	$ -	$ 357.28	$ 17.90	$ 1.68	$ 195.78	$ -	$ -	$ 4,259.68			
5300 Dues and Memberships	$ 13,971.80	$ 4,136.37	$ 3,588.86	$ 470.48	$ 5,505.47	$ 96.95	$ 271.45	$ 1,122.31	$ 188.53	$ 71.84	$ -	$ 946.32	$ 111.68	$ -	$ -	$ 13,971.80			
5400 Insurance	$ 10,960.94	$ 11,146.29	$ 1,085.55	$ 1,081.10	$ 1,901.12	$ 1,081.54	$ 1,085.54	$ 1,199.94	$ 1,085.54	$ 1,085.54	$ 1,081.54	$ -	$ -	$ -	$ -	$ 10,960.94			
5450 Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5470 Business and Housekeeping Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5500 Utilities	$ 76,674.22	$ 6,241.27	$ 7,326.32	$ 8,243.23	$ 7,454.80	$ 6,864.23	$ 6,870.73	$ 6,124.24	$ 6,444.38	$ 5,887.20	$ 5,861.93	$ 6,600.87	$ 6,897.39	$ -	$ -	$ 76,674.22			
5510 Student Transportation/Field Trips	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5600 Space Rental/Lease Expense	$ 896,955.78	$ 79,911.73	$ 81,171.16	$ 73,738.90	$ 75,856.09	$ 74,856.09	$ 75,856.09	$ 75,856.09	$ 75,896.73	$ 75,856.09	$ 75,856.90	$ 75,856.09	$ 75,918.16	$ -	$ -	$ 896,955.78			
5601 Building Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5604 Other Space Rental	$ 212.39	$ 29.31	$ 3.05	$ 13.02	$ 14.19	$ 14.44	$ 19.28	$ 10.04	$ 10.91	$ 9.16	$ 24.73	$ 27.81	$ 11.91	$ -	$ -	$ 212.39			
5605 Engagement Space Rental	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5635 Equipment Rental/Lease Expense	$ 7,771.31	$ 751.80	$ 805.12	$ 818.58	$ 868.88	$ 857.31	$ 780.84	$ 788.11	$ 788.91	$ 755.85	$ 1,188.84	$ 828.14	$ 788.84	$ -	$ -	$ 7,771.31			
5640 Equipment Repair	$ 319.48	$ 5.31	$ 85.23	$ 73.35	$ 111.23	$ 77.31	$ -	$ 1.27	$ -	$ -	$ -	$ -	$ 31.73	$ -	$ -	$ 319.48			
5651 Facilities Cards	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5700 Transfer of Direct Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5800 Professional/Consulting Services and Operating Expenses	$ 27,865.90	$ 2,036.81	$ 2,070.46	$ 1,730.45	$ 2,395.02	$ 2,276.14	$ 1,280.88	$ 1,112.17	$ 2,094.62	$ 2,621.19	$ 2,395.31	$ 4,866.20	$ 2,757.15	$ -	$ -	$ 27,865.90			
5803 Banking and Fiscal Service Fees	$ 2,050.95	$ 94.00	$ 182.44	$ 211.68	$ 194.69	$ 197.39	$ 210.02	$ 211.14	$ 217.82	$ 180.39	$ 189.37	$ 170.93	$ 195.19	$ -	$ -	$ 2,050.95			
5805 Legal Services	$ 12,898.90	$ 312.01	$ 1,370.14	$ 707.81	$ 1,212.72	$ 984.61	$ 212.37	$ 119.99	$ 478.31	$ 312.20	$ 1,171.61	$ 2,884.64	$ 2,175.01	$ -	$ -	$ 12,898.90			
5806 Audit Services	$ 14,328.00	$ 2,891.82	$ 280.97	$ 1,000.61	$ 2,212.10	$ 1,849.05	$ -	$ -	$ 423.88	$ 702.29	$ 1,175.56	$ 452.39	$ 343.07	$ -	$ -	$ 14,328.00			
5807 Legal Settlements	$ 11,099.99	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,099.99	$ -	$ -	$ 11,099.99			
5808 Employee Future Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5837 Educational Consultants	$ 100,000.00	$ 15,401.68	$ 1,608.37	$ 9,016.44	$ 8,710.98	$ 6,982.39	$ 7,115.98	$ 1,618.60	$ 6,446.43	$ 10,707.39	$ 8,179.31	$ 7,668.91	$ 12,141.96	$ -	$ -	$ 100,000.00			
5811 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5812 Other Student Activities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5814 Non-Employee Sub Expense	$ 41,196.79	$ 3,496.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ 3,549.73	$ -	$ -	$ 41,196.79			
5812 Advertising/Recruiting	$ 1,000.00	$ 151.84	$ 200.00	$ 411.83	$ 212.84	$ 434.32	$ 245.88	$ 240.24	$ 41.88	$ 180.19	$ 435.94	$ 82.91	$ 132.31	$ -	$ -	$ 1,000.00			
5820 Fundraising Expense	$ 500.00	$ -	$ -	$ -	$ -	$ 115.00	$ 115.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 500.00			
5825 School Pathways	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5830 Field Trip Expenses	$ 92,596.79	$ 1,233.33	$ 9,261.02	$ 883.98	$ 5,282.32	$ 930.47	$ 2,232.29	$ -	$ 896.34	$ 12,295.28	$ 10,816.98	$ 2,488.94	$ 192.80	$ -	$ -	$ 92,596.79			
5836 Transportation Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5845 Services Student Athletics	$ 2,119.84	$ 8.99	$ 4.61	$ 171.85	$ 210.00	$ 430.64	$ 5.94	$ 860.98	$ 3.47	$ 14.46	$ 150.59	$ 194.04	$ -	$ -	$ -	$ 2,119.84			
5890 Scholarships Awarded	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5875 Financial Services	$ 121,209.44	$ 20,125.04	$ 18,261.62	$ 10,811.02	$ 10,291.02	$ 10,811.02	$ 10,301.02	$ 10,191.02	$ 10,811.02	$ 10,191.02	$ 10,811.02	$ 10,811.02	$ 10,811.02	$ -	$ -	$ 121,209.44			
5899 Personnel Services	$ 2,727.12	$ 110.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ 210.00	$ -	$ -	$ 2,727.12			
5825 District Oversight Fee	$ 46,998.72	$ 2,125.98	$ 4,253.06	$ -	$ 5,899.61	$ 3,948.14	$ 4,430.09	$ 3,969.71	$ 4,946.95	$ 4,086.90	$ 3,411.89	$ 2,615.39	$ 4,614.99	$ -	$ -	$ 46,998.72			
5877 IT Services	$ 21,000.00	$ 1,617.94	$ 1,635.98	$ 1,135.21	$ 2,980.14	$ 1,830.64	$ 1,670.49	$ 1,126.61	$ 2,725.98	$ 2,090.14	$ 4,195.51	$ 2,838.03	$ 2,918.72	$ -	$ -	$ 21,000.00			
5880 Academic School Expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5890 Interest Expense/Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5891 Charter School Capital Fees	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5892 ADA Amortization Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5894 ADA Amortization Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5898 SMP Management Fee Expense	$ 191,416.69	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ 16,118.00	$ -	$ -	$ 191,416.69			
5900 Communications (Tel., Internet, Copies, Postage, Misc.)	$ 12,779.04	$ 1,089.92	$ 1,255.67	$ 2,157.40	$ 1,811.88	$ 981.34	$ 626.25	$ 710.49	$ 898.32	$ 610.35	$ 1,094.75	$ 1,537.90	$ 944.06	$ -	$ -	$ 12,779.04			
5901 Marketing	$ 2,250.00	$ 170.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ 270.83	$ -	$ -	$ 2,250.00			
5908 Unallocated Trade Card Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5909 Explore Scholarship	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			
5000 —	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -			

CASH FLOW 20XX-20XX	Budget	Projected 1 JULY	Projected 2 AUGUST	Projected 3 SEPT	Projected 4 OCT	Projected 5 NOV	Projected 6 DEC	Projected 7 JAN	Projected 8 FEB	Projected 9 MARCH	Projected 10 APRIL	Projected 11 MAY	Projected 12 JUNE	[illegible]	PL-12 Total
Revenues															
Revenue LCFF Sources															
8011 LCFF Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]
8012 Education Protection Account Revenue	[illegible]	-	-	-	[illegible]	-	-	[illegible]	-	-	[illegible]	-	-	[illegible]	[illegible]
8019 Prior Year Income/Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools Funding in lieu of Property Taxes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80XX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue LCFF Sources	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Federal Revenue															
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8182 Special Education - Mental Health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition Programs	[illegible]	-	-	-	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]
8260 [illegible] Federal [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I Federal Revenue	[illegible]	-	-	-	-	[illegible]	-	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8292 Title II	[illegible]	-	-	-	-	[illegible]	-	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8293 Title III Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294 Title IV	[illegible]	-	-	-	-	[illegible]	-	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8295 Title V Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Income	[illegible]	-	-	-	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
State Revenue															
8520 State Child Nutrition Program	[illegible]	-	-	-	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]	[illegible]
8550 Mandated Block Grant	[illegible]	-	-	-	-	-	[illegible]	-	-	-	-	-	-	-	[illegible]
8560 State Lottery Revenue	[illegible]	-	-	-	[illegible]	-	-	[illegible]	-	-	[illegible]	-	[illegible]	-	[illegible]
8590 All Other State Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8591 SB 740 Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Prior Year State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8791 SPED State/Other Transfers of Apportionments from [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8792 SPED State/Other Transfers of Apportionments from [illegible]	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8598 ASES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total State Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Local Revenue															
8634 Student Lunch Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest Income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8662 Net Increase/Decrease in Investment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8677 [illegible] Local SPED Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Foundation Grants/Donations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8684 Student Body (ASB) Fundraising Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8685 School Site Fundraising	[illegible]	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8688 In Kind Contributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8694 Field Trip Revenues	[illegible]	-	-	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8698 E-rate Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]
8701 Income (Loss) from Ownership in Subsidiary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8XXX ---	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Local Revenues	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
TOTAL REVENUE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EXPENSES																		
Certified Salaries																		
1100 Teachers' Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1120 Teachers' Bonuses	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1130 Teachers Stipends	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1140 Substitute Expense	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1151 Teachers' Salaries short term subs	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1161 Short Term Subs	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1171 Teachers' Salaries long term subs	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1200 Certificated Pupil Support Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1300 Certificated Supervisor and Administrator Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1400 Certificated Supervisor and Administrator Bonuses	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1900 Other Certificated Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
1900 Other Certificated Overtime	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Total Certified Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Classified Salaries																		
2100 Instructional Aide Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2120 Classified Long Term Sub	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2130 Instructional Aide Bonus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2140 Instructional Aide Overtime	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2200 Classified Support Salaries (Maintenance, Food)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2250 Classified Support Salaries Bonus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2260 Classified Support Overtime	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2300 Classified Supervisor and Administrator Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2350 Classified Supervisor and Admin Bonus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2400 Clerical, Technical, and Office Staff Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2450 Clerical Technical and Office Staff Bonus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2460 Clerical, Technical, and Office Staff Overtime	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2900 Other Classified Salaries (Base and hard hap, etc.)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2902 Other Classified Salaries Substitute	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2904 Other Stipends	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2950 Other Classified Overtime	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
2000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Total Classified Salaries	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Employee Benefits																		
3101 State Teachers' Retirement System, certificated positions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3102 Employer STRS Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3301 Employer PERS Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3302 Public Employees' Retirement System, classified positions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3501 OASDI/Medicare Certificated, Unassigned	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3502 OASDI/Medicare Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3601 Health & Welfare Benefits, Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3602 Health & Welfare Benefits Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3701 State Unemployment Insurance Certificated	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3702 State Unemployment Insurance Classified	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3801 Worker Compensation Insurance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3802 Worker Compensation Insurance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3910 OPEB Benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3920 OPEB Benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3901 Other Employee Benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3902 Other Employee Benefits (Classified)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3960 Other Employee Benefits	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
3000 —	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]

3XXX —	[illegible]
3XXX —	[illegible]
3XXX —	[illegible]
Total Employee Benefits	[illegible]
Books and Supplies	
4100 Approved Textbooks and Core Curricula	[illegible]
4110 Curriculum Assessment and Software	[illegible]
4120 Supplemental Curriculum	[illegible]
4200 Books and Other Reference Materials	[illegible]
[illegible]	[illegible]
4300 Materials and Supplies	[illegible]
4310 Classroom Materials and Supplies	[illegible]
4320 Materials for School Sponsored Athletics	[illegible]
4381 Materials for Plant Maintenance	[illegible]
4400 Noncapitalized Equipment	[illegible]
4407 Student Educational Software	[illegible]
4410 Software and Software Licensing	[illegible]
4430 Noncapitalized Student Equipment	[illegible]
[illegible]	[illegible]
4700 Food and Food Supplies	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
4XXX —	[illegible]
Total Books and Supplies	[illegible]
Services, Other Operating Expenses	
5100 Subagreements for Services	[illegible]
5200 Travel and Conferences	[illegible]
[illegible]	[illegible]
5210 Training and Development Expense	[illegible]
5300 Dues and Memberships	[illegible]
5400 Insurance	[illegible]
5450 Property Taxes	[illegible]
5500 Operation and Housekeeping Services	[illegible]
5501 Utilities	[illegible]
5505 Student Transportation/Field Trips	[illegible]
5600 Space Rental/Leases Expense	[illegible]
5601 Building Maintenance	[illegible]
5602 Other Space Rental	[illegible]
[illegible]	[illegible]
5605 Equipment Rental/Lease Expense	[illegible]
5610 Equipment Repair	[illegible]
5621 Facilities Costs	[illegible]
5710 Transfer of Direct Costs	[illegible]
5800 Professional/Consulting Services and Operating Expenses	[illegible]
5803 Banking and Payroll Service Fees	[illegible]
5805 Legal Services	[illegible]
5806 Audit Services	[illegible]
5807 Legal Settlements	[illegible]
[illegible]	[illegible]
5810 Educational Consultants	[illegible]
5811 Student Transportation	[illegible]
5813 Other Student Activities	[illegible]
[illegible]	[illegible]
5815 Advertising/Recruiting	[illegible]
5820 Fundraising Expense	[illegible]
[illegible]	[illegible]
5830 Field Trip Expenses	[illegible]
5836 Transportation Services	[illegible]
[illegible]	[illegible]
5850 Scholarships Awarded	[illegible]
5873 Financial Services	[illegible]
5874 Personnel Services	[illegible]
5875 District Oversight Fee	[illegible]
5877 IT Services	[illegible]
5880 Summer School Expenses	[illegible]
5890 Interest Expense/Fees	[illegible]
5891 Charter School Capital Fees	[illegible]
5892 ASB Activities Expense	[illegible]
5893 ASB Activities Expense	[illegible]
5899 CMO Management Fee Expense	[illegible]
5900 Communications (Tele., Internet, Copier, Postage, etc.)	[illegible]
5915 Marketing	[illegible]
5998 Unallocated Credit Card Expense	[illegible]
5999 Expense Suspense	[illegible]
5XXX —	[illegible]
5XXX —	[illegible]

5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
5000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Total Services, Other Operating Expenses	$	1,283,912.14	$	106,661.29	$	109,651.35	$	111,651.93	$	117,752.12	$	101,117.23	$	93,692.39	$	90,975.02	$	96,918.41	$	87,407.12	$	122,558.08	$	90,316.46	$	107,796.59	$	-	$	1,283,912.14
Capital Outlay																														
6900 Depreciation Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6900 Amortization Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6200 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
6000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Total Capital Outlay	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Other Outgoing Costs (Direct Support/Indirect Costs)																														
7300 Miscellaneous Expense	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7141 Special Education Excess/Resort District	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7200 Other Transfer	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7221 Write Off of Prior year assets	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7299 All other Transfers	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7611 Transfer of Indirect Costs	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7438 Debt Service - Interest	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7438 Debt Service Amortization	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7635 Other Interfund Transfers out	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
3000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
9000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
3000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
3000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
7000 —	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
Total Other Outgoing Costs (Direct Support/Indirect Costs)	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	-
TOTAL EXPENDITURES	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	-	$	[illegible]
	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]	$	[illegible]

LCFF Calculator Updates and Caveats

v27.2 **August 5, 2027**

Version 27.2

Release Date **August 5, 2027**

Version 27.2 of the LCFF Calculator for School Districts and Charter Schools includes updated certified data as of the 2025-26 second principal apportionment (P-2), the 2024-25 annual principal apportionment revision 1 (AN R1), and the 2023-24 annual principal apportionment revision 3 (AN R3).

Although the 2020-21 through 2025-26 fiscal year columns are considered historical, they remain editable. **FCMAT recommends that LEAs download and use this most current version of the calculator in Microsoft Excel.**

Changes to calculations in this version of the LCFF Calculator for School Districts and Charter Schools include the following:

Data Entry Tab

Universal Assumptions

Pursuant to the enacted 2026-27 state budget:

- The estimated 2026-27 COLA provided by the Department of Finance (DOF) in May 2026 was approved. Estimated COLAs from DOF for subsequent years remain unchanged from May 2026.
- The NSS augmentation percentage has been locked at **20%** in cell M24.

Note: The 2026-27 NSS allowance rates shown in the NSS Calculation tab reflect the statutory COLA applied to the 2025-26 rates, followed by the 20% augmentation increase.

Based on the California Department of Education's P-2 Certification:

- The 2025-26 P-2 EPA rate has been prepopulated at **62.4765118%** in cell L20.
- The 2025-26 EPA miscellaneous adjustments have been prepopulated for LEAs in cell L23. LEAs can refer to the Instructions tab for additional details.

For details on updates from Version 27.1, 27.1a, or 27.1b, 27.1c please navigate to the LCFF for School Districts & Charters page on the following link:

FCMAT Help Desk Knowledge Base - FCMAT Knowledge Base - FCMAT/CSIS

Caveats

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General	This tool has been designed for use in Microsoft Excel. Other spreadsheet software may cause unexpected and undesirable results.
	The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.
	The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).
	The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.
	The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.
	EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.
	On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

-District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.

-Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

-The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22. PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

Basic Aid Choice
Basic Aid Court-Ordered Voluntary Pupil Transfer
Basic Aid Open Enrollment

Basic Aid Supplement Charter School Adjustment

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. **Historical year projections may not align with CDE exhibits for years prior to the reorganization**. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made.

FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit. Districts can email FCMAT's LCFF help desk for assistance.

FCMAT

LCFF Calculator Navigation

v27.2 August 5, 2027

Structure:

1. The LCFF Calculator is structured to maintain a standard 11-year view, including five historical years, one current year and five projection years. The three oldest historical years do not generate calculations but may affect the second- and third-prior years. Districts may use these years to enter audit adjustments or other changes related to reorganizations.
2. The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
3. The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4. A separate calculation must be prepared for each LEA, either district or charter school.
5. Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
   - version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
   - version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

   For example, for the 2026-27 projection year, version **v27.1** includes P-1 certification data and version **27.2** includes P-2 certification data.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs**.

User editable tabs: preformatted graphs and blank worksheet tabs.

FCMAT

LCFF Calculator Navigation

v27.2 August 5, 2027

Instructions:

1. **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.
2. **Data Entry tab**: Data for all calculation types is entered into the Data Entry tab.
   - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
   - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. CDLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23**: An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

To support LEAs that need to update the version 1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version 2 (summer release), a row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this cell **only in late June, after the CDE publishes the P-2 certification data and before FCMAT releases the version 2 LCFF calculator**. This field is only open in the version 1 of the calculator.

- **Proposed NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) — School Districts only - cell M24:** Added a new Proposed NSS Augmentation entry field at the bottom of the Universal Assumptions table on the Data Entry tab to support creating local projections related to the 2026-27 Governor's Budget proposal. (see Cell M24)

School districts with eligible necessary small schools may use Cell M24 to estimate the impact of a percentage increase to 2025-26 NSS allowance rates, which the calculator applies in the 2026-27 section of the NSS Calculation tab. (Cell J475)

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2012-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts with necessary small schools or those seeking to estimate potential NSS funding must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years**.

even when the school is funded under LCFF.

- To ensure the calculator is projecting NSS funding accurately, school districts should:
  a. enter in the ADA/FTE for the school if "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section.
  b. confirm that the eligibility formula is accurate on the "Is this school eligible for NSS funding?" line, if not manually override formula.
  c. select funding method.
- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.
- School districts seeking to estimate potential NSS funding, NSS school codes are not required for the calculator to project funding.

FCMAT

LCFF Calculator Navigation

v27.2 August 5, 2021

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the in-lieu tax section.
- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span. It is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.
- **In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.**

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

110001	7 digit District code or 7 digit School code (from the CDE code)	District:	Golden Valley River
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Charter Renewal
Charter	Projection Type	Created By:	
		Email:	
	Projection Date	Phone:	

Golden Valley River (110001)	Est & Chart - NO CALCULATIONS 2020-21	2021-22	2022-23	PY1 2023-24	PY2 2024-25	PY3 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
1.1 UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Concentration Grant (>55% population)				65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension (verified consistently via Department of Finance data)				5.21%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.13%
Statutory COLA				5.21%	1.07%	2.30%	2.97%	3.30%	3.09%	3.11%	3.13%
Augmentation/COLA Suspension				0.00%	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (verified)				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSB Proration Factor				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (not in dispute)				$ 6,001	$ 3,077	$ 3,126	$ 5,781	$ 5,882	$ 6,079	$ 6,201	$ 6,438
FPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				[illegible]	[illegible]	62.07671118%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				[illegible]	[illegible]	62.07671118%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Local FPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
FPA Miscellaneous Adjustments (P-2 Certification only)						$ -					
Approved ADA Augmentation per 2020-21 Governor's Budget Education Omnibus Trailer Bill (Assembly Bill 82/82, 92/384, & 92/87) — School Districts only							31.00000000%				

Golden Valley River (1148881)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
NEW CHARTER SCHOOLS											
New Charter School Name:											
Year that charter starts operation (select from drop down list):											
(a) TRANSFER OF IN-LIEU PROPERTY TAX											
Note: Charter schools should contact sponsoring district(s) for in-lieu estimate											
Y1 In-Lieu of Property Tax				375,000	394,710	403,894	419,051	440,824	1,041,164	1,041,941	1,042,400
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)											
Y1, Y2, Y3 Enrollment	276	324	385	297	317	324	329	329	329	329	329
Y1, Y2, Y3 Unduplicated Pupil Count	43	109	109	79	43	47	44	44	44	44	44
Single Year Unduplicated Pupil Percentage	15.55%	33.64%	28.31%	26.60%	13.56%	14.51%	13.38%	13.38%	13.38%	13.38%	13.38%
Y1 Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage	32.33%	31.99%	30.41%	28.60%	19.22%	20.68%	21.05%	21.05%	21.05%	21.05%	21.05%
(c) CONCENTRATION GRANT FUNDING UNITS/50% District of Physical Location											
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.											
Y1 Unduplicated Pupil Percentage (%)				32.33%	31.99%	30.41%	28.60%	19.22%	20.68%	21.05%	21.05%
Unduplicated Pupil Percentage - Supplemental Grant				32.33%	31.99%	30.41%	28.60%	19.22%	20.68%	21.05%	21.05%
Unduplicated Pupil Percentage - Concentration Grant				32.33%	31.99%	30.41%	28.60%	19.22%	20.68%	21.05%	21.05%
(d) AVERAGE DAILY ATTENDANCE (ADA)											
ADA used for the Transitional Kindergarten Add-on (TK-3)											
Y1 TK (effective 2022-23)				24.01	19.28	21.61	18.25	18.10	18.10	18.10	18.10
ADA used for Base, Supplemental and Concentration Grant Calculations											
Base for Base. Note: Charter School ADA is always funded on current year											
Y1 Grades TK-3				158.01	154.28	185.98	179.85	175.79	131.12	131.39	131.39
Y1 Grades 4-6				89.11	92.20	85.79	80.85	80.72	110.52	111.28	111.20
Y1 Grades 7-8				51.81	40.89	41.36	48.83	49.67	51.79	51.79	51.79
Y1 Grades 9-12				-	-	-	-	-	-	-	-
SUBTOTAL ADA				299.3	286.36	313.13	314.53	306.18	293.33	294.46	294.38
RATIO ADA to Enrollment				0.94	0.94	0.96	0.94	0.94	0.94	0.94	0.94
(e) OTHER LCFF ADJUSTMENTS											
Miscellaneous Adjustments (line 4.3), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.											
Minimum State Aid Adjustments (line 4.4), capture adjustments for audit penalties and special legislation. Adjustments can be positive or negative.											
Y1 Miscellaneous Adjustments				$ -	$ -	$ -					
Y1 Minimum State Aid Adjustments				$ -	$ -	$ -					

Golden Valley River (1148831)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
(a) GENERAL QUESTIONS											
Is your district required to transfer in-lieu taxes to a charter school?							NO				
Does your district have a necessary small school?							NO				
(b) (1 - 2) GRADE SPAN ADJUSTMENT FUNDING DETERMINATION											
Did your district meet the requirements of funding?				YES	YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES											
Estimated Property Taxes (excluding RDA)				$ -	$ -	$ -					
Redevelopment Agency Local Revenue				$ -	$ -	$ -					
Less In-Lieu Property Tax Transfer				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local Revenue				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(d) OTHER LCFF ADJUSTMENTS											
If applicable, enter adjustments for special legislation, instructional time penalties, and/or unexpended prior-year LCFF funds. Adjustments can be positive or negative.											
Miscellaneous Adjustments				$ -	$ -	$ -					
Minimum State Aid Adjustment				$ -	$ -	$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE											
District Enrollment		-	-	-	-	-					
CDE Enrollment		-	-	-	-	-					
Total Enrollment		-	-	-	-	-	-	-	-	-	-
District Unduplicated Pupil Count		-	-	-	-	-					
CDE Unduplicated Pupil Count		-	-	-	-	-					
Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-
Single Year Unduplicated Pupil Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Golden Valley River (114881)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
1) AVERAGE DAILY ATTENDANCE (ADA)											
TK (Effective 2022-23)				-	-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations:											
Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
Grades TK-3	-	-	-	-	-	-					
Grades 4-6	-	-	-	-	-	-					
Grades 7-8	-	-	-	-	-	-					
Grades 9-12	-	-	-	-	-	-					
TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
Nonpublic School, NPS Excess and Children Institutions, Community day School (Annual)											
Grades TK-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
TOTAL NPS/CDS (Annual)				-	-	-	-	-	-	-	-
District Basic Aid ADA funded outside of the LCFF											
DISTRICT TOTAL				-	-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed. (P-2 / Annual)											
Grades TK-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
COUNTY TOTAL				-	-	-	-	-	-	-	-
District ADA to Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
County ADA to Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2) CHARTER SHIFT ADJUSTMENTS FOR ADA PRIOR YEAR GUARANTEES											
Prior year	Source:	2020-21 ADA shift (as data reported in 2021-22)	2021-22 ADA shift (reported in 2022-23 PAUC)	2022-23 ADA shift (reported in 2023-24 PAUC ADA report)	2023-24 ADA shift (reported in 2024-25 PAUC ADA report)	2024-25 ADA shift (reported in 2025-26 PAUC ADA report)	2025-26 ADA shift (reported in 2026-27 PAUC ADA report)	2026-27 ADA shift (reported in 2027-28 PAUC ADA report)	2027-28 ADA shift (reported in 2028-29 PAUC ADA report)	2028-29 ADA shift (reported in 2029-30 PAUC ADA report)	2029-30 ADA shift (reported in 2030-31 PAUC ADA report)
Grades TK-3		-	-	-	-	-					
Grades 4-6	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district-sponsored charter schools in the current year	-	-	-	-	-					
Grades 7-8		-	-	-	-	-					
Grades 9-12		-	-	-	-	-					
		-	-	-	-	-	-	-	-	-	-
Grades TK-3		-	-	-	-	-					
Grades 4-6	Prior year Charter School Shift Increase of ADA for students who attended district-sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-					
Grades 7-8		-	-	-	-	-					
Grades 9-12		-	-	-	-	-					
		-	-	-	-	-	-	-	-	-	-
Net increase/(decrease) in prior year ADA		-	-	-	-	-	-	-	-	-	-

Golden Valley River (1148831)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(4) NECESSARY SMALL SCHOOLS ADA											
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.											
NSS #1										School Code:	
Current Year #1 ADA: Grades TK-3	-	-	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
Number of FTE (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Base funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2										School Code:	
Current Year #2 ADA: Grades TK-3	-	-	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
Number of FTE (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Base funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3										School Code:	
Current Year #3 ADA: Grades TK-3	-	-	-	-	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
Number of FTE (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Base funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Golden Valley River (1148821)			2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
[illegible]												School Code:	
[illegible]	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
[illegible]	Number of FTE (round up to the full FTE):		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for ASG funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Base funding option calculated to					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
[illegible]												School Code:	
[illegible]	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
[illegible]		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
[illegible]	Number of FTE (round up to the full FTE):		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for ASG funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Base funding option calculated to					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Golden Valley River (1149831)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to overrider the calculation to line of property tax results.											
1. Clear the prepopulated number '1' from the box located to the right				1							
2. Load calculation of total in line property taxes											
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)											
Enter the name and ADA for each charter school. Note: All districts are required to transfer in lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.											
1 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
2 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
3 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-
4 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA	-	-	-	-	-	-	-	-	-	-	-

Golden Valley River (114883)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
3. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
4. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
5. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
6. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
7. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (114881)	2020-21	2021-22	2012-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
10											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
11											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
12											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
13											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
14											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (114881)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
9. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
10. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
11. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
12. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
13. Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (1148821)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
10 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
11 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
12 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
13 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
14 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (1148821)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
26 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
27 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
28 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
29 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Golden Valley River (114881)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
10											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
12											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
13											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
14											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
15											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (114881)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
21											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
22											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
23											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
24											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
25											
Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (1148883)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
40											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
41											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
42											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
43											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
44											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (1149882)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
40 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
40 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
27 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
40 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											
40 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA											

Golden Valley River (1148831)	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
[illegible]											
Charter WSA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total WSA											

Golden Valley River (114983) - Charter Renewal

DETAILED ADA CALCULATION	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -10%, adjusted for +/- current year charter shift) - Effective beginning in 2023-24								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	150.65	154.00	181.96	176.84	175.78	155.10	135.36	135.36
Grades 4-6	84.13	85.93	81.70	80.84	82.72	101.52	121.24	121.24
Grades 7-8	51.63	40.89	41.36	48.88	49.82	51.70	51.70	51.70
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	286.41	280.80	305.02	304.56	308.32	308.32	308.32	308.32
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	286.41	280.80	305.02	304.56	308.32	308.32	308.32	308.32
Change in LCFF ADA (excludes NSS ADA)	286.41 Increase	280.80 Increase	305.02 Increase	304.56 Increase	308.32 Increase	308.32 Increase	308.32 Increase	308.32 Increase

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Golden Valley River (114983) - Charter Renewal								
DETAILED ADA CALCULATION	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	150.65	154.08	181.96	174.84	175.78	155.10	135.36	135.36
Grades 4-6	84.13	85.33	81.70	80.84	82.72	101.52	121.26	121.26
Grades 7-8	51.63	40.89	41.36	48.88	49.82	51.70	51.70	51.70
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	286.41	280.30	305.02	304.56	308.32	308.32	308.32	308.32
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & CDE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA *(Current Year Only)*								
Grades TK-3	150.65	154.08	181.96	174.84	175.78	155.10	135.36	135.36
Grades 4-6	84.13	85.33	81.70	80.84	82.72	101.52	121.26	121.26
Grades 7-8	51.63	40.89	41.36	48.88	49.82	51.70	51.70	51.70
Grades 9-12	-	-	-	-	-	-	-	-
Total Actual ADA	286.41	280.30	305.02	304.56	308.32	308.32	308.32	308.32
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	150.65	154.08	181.96	174.84	175.78	155.10	135.36	135.36
Grades 4-6	84.13	85.33	81.70	80.84	82.72	101.52	121.26	121.26
Grades 7-8	51.63	40.89	41.36	48.88	49.82	51.70	51.70	51.70
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	**286.41**	**280.30**	**305.02**	**304.56**	**308.32**	**308.32**	**308.32**	**308.32**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	24.03	24.88	25.03	28.20	28.39	28.20	28.20	28.20

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Golden Valley River (514883) - Charter Renewal	v27.2						PY1	v27.2						PY2
LOCAL CONTROL FUNDING FORMULA							**2023-24**							**2024-25**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		8.22%		0.00%	33.33%	33.33%			1.07%		0.00%	31.99%	31.99%	
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	150.49	$ 9,919	$	1,032	$ 798	$ -	$ 1,769,742	154.08	$ 10,025	$	1,044	$ 708	$ -	$ 1,814,466
Grades 4-6	84.13	10,069			571	-	969,571	85.30	16,177			651	-	921,963
Grades 7-8	51.03	10,367			691	-	570,018	40.69	16,478			670	-	455,857
Grades 9-12	-	12,015		312	822	-	-	-	11,244		316	797	-	-
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 2,876,658	$	155,471)	$ 202,122	$ -	$ 3,234,249		$ 2,841,500	$	160,705	$ 192,081	$ -	$ 3,194,286
MSS Allowance		-					-		-					-
TOTAL BASE	286.41	$ 2,876,658	$	155,471)	$ 202,122	$ -	$ 3,234,249	280.30	$ 2,841,500	$	160,705	$ 192,081	$ -	$ 3,194,286
ADD ONS:														
Targeted Instructional Improvement Block Grant							$ -							$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-							-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-							-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	24.01	TK Add-on rate		$ 3,044.08		73,147	TK ADA	24.88	TK Add-on rate		$ 3,077.00		76,494
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 3,307,396							$ 3,270,780
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 3,307,396**							**$ 3,270,780**
Local Revenue (including RDA)							(875,028)							(854,710)
Gross State Aid							**$ 2,432,367**							**$ 2,416,070**
Education Protection Account Entitlement							(435,547)							(988,068)
Net State Aid							**$ 1,996,815**							**$ 1,428,002**
MINIMUM STATE AID CALCULATION														
			12-13 Base	2023-24 ADA			N/A			12-13 Base	2024-25 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,150.55	286.41			$ 1,477,747			$ 5,150.55	280.30			$ 1,446,222
2012-13 MSS Allowance (deflated)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(875,028)							(854,710)
Less Education Protection Account Entitlement							(435,547)							(988,068)
Subtotal State Aid for Historical RL/Charter General BG							**$ 167,171**							**$ -**
Categorical Minimum State Aid							67,788							67,788
Charter School Categorical Block Grant adjusted for ADA			482.06	286.41			138,067			482.06	280.30			135,121
Minimum State Aid Guarantee Before Proration Factor							**$ 409,027**							**$ 202,909**
Proration Factor							-							0.00%
Minimum State Aid Guarantee							**$ 409,027**							**$ 202,909**
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement							3,234,249							3,194,286
Minimum State Aid plus Property Taxes including RDA							1,279,055							1,087,619
Offset							-							-
Minimum State Aid Prior to Offset							409,027							202,909
Total Minimum State Aid with Offset							409,027							202,909
State Aid Before Additional State Aid							**$ 1,996,815**							**$ 1,428,002**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 1,996,815**							**$ 1,428,002**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental							**$ 3,307,396**							**$ 3,270,780**
Change Over Prior Year										-1.11%	(36,616)			
LCFF Entitlement Per ADA (excluding Categorical MSA)							$ 11,548							11,669
Per ADA Change Over Prior Year										1.05%	121			
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
							2023-24					Increase		2024-25
State Aid							$ 1,996,815				-28.49%	(568,813)		$ 1,428,002
Education Protection Account							435,547							988,068
Property Taxes Net of In-Lieu Transfers							-				0.00%	-		-
Charter In-Lieu Taxes							875,028				-2.32%	(20,318)		854,710

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Golden Valley River (114983) - Charter Renewal	v27.2	FY3	v27.2			FY3
LOCAL CONTROL FUNDING FORMULA		2023-24				2024-25
Total LCFF (Excludes Basic Aid Charter and Basic Aid Supplemental Funding)		$ 5,387,300		(7.81%)	(589,131)	$ 5,274,700

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Golden Valley River (114983) - Charter Renewal	v27.1					PY1	v27.2					CY
LOCAL CONTROL FUNDING FORMULA						**2025-26**						**2026-27**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		2.30%	0.00%	30.10%	30.10%			6.31%	0.00%	28.60%	28.60%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	181.94	$ 10,256	$ 1,067	$ 480	$ -	$ 2,184,077	174.84	$ 10,698	$ 1,113	$ 670	$ -	$ 2,181,155
Grades 4-6	81.70	10,431		625	-	901,665	80.84	10,860		621	-	905,139
Grades 7-8	41.36	10,719		644	-	459,965	46.88	11,181		640	-	571,788
Grades 9-12	-	12,425	321	786	-	-	-	12,958	337	780	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,160,089	$ 184,151	$ 201,457	$ -	$ 3,555,707		$ 3,294,887	$ 194,507	$ 189,598	$ -	$ 3,680,082
NSS Allowance		-				-		-				-
TOTAL BASE	305.00	$ 3,160,089	$ 184,151	$ 201,457	$ -	$ 3,555,707	304.56	$ 3,294,887	$ 194,507	$ 189,598	$ -	$ 3,680,082
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation						-						-
Small School District Bus Replacement Program						-						-
Transitional Kindergarten	TK ADA	25.31	TK Add-on rate	$ 5,145.00		130,180	TK ADA	28.20	TK Add-on rate	$ 5,704.00		160,859
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 3,694,387						$ 3,849,935
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 3,694,387**						**$ 3,849,935**
Local Revenue (excluding EIA)						(955,994)						(949,493)
Gross State Aid						**$ 2,738,393**						**$ 2,900,442**
Education Protection Account Entitlement						(1,220,180)						(806,164)
Net State Aid						**$ 1,518,213**						**$ 2,094,278**
MINIMUM STATE AID CALCULATION												
		12-13 Rate	2025-26 ADA			N/A		12-13 Rate	2026-27 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ 5,168.44	305.00			$ 1,575,786		$ 5,168.44	304.56			$ 1,573,899
2012-13 NSS Allowance (deflated)		$ -				-		$ -				-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(955,994)						(949,493)
Less Education Protection Account Entitlement						(1,220,180)						(806,164)
Subtotal: State Aid for Historical RL/Charter General BG						$ -						$ -
Categorical Minimum State Aid						97,788						97,788
Charter School Categorical Block Grant adjusted for ADA		482.06	305.00			147,038		482.06	304.56			146,835
Minimum State Aid Guarantee Before Proration Factor						**$ 244,826**						**$ 244,624**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 244,826**						**$ 244,624**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						3,555,707						3,680,082
Minimum State Aid plus Property Taxes including NSA						1,220,820						1,194,097
Offset						-						-
Minimum State Aid Prior to Offset						244,826						244,624
Total Minimum State Aid with Offset						244,826						244,624
State Aid Before Additional State Aid						**$ 1,518,213**						**$ 2,094,278**
ADDITIONAL STATE AID						$ -						$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 1,518,213**						**$ 2,094,278**
LCFF Entitlement, excludes Categorical MSA and before CSS transfer, Choice & Charter Supplem						**$ 3,694,387**						**$ 3,849,935**
Change Over Prior Year			12.99%	425,687					4.21%	155,548		
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,112						12,641
Per ADA Change Over Prior Year			3.80%	441					4.37%	529		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2025-26				Increase		2026-27
State Aid			6.32%	80,211		$ 1,518,213			37.94%	576,065		$ 2,094,278
Education Protection Account						1,220,180						806,164
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			11.85%	131,284		955,994			-0.68%	(6,501)		949,493

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Golden Valley River (114983) - Charter Renewal	v27.2			PY1	v27.2			CY
LOCAL CONTROL FUNDING FORMULA				2025-26				2026-27
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemented Funding)		5.85%	181,490	$ 3,094,347		15.42%	549,544	$ 3,640,895

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Golden Valley River (114983) - Charter Renewal	v27.2					CY1	v27.2					CY2
LOCAL CONTROL FUNDING FORMULA						**2027-28**						**2028-29**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Transition	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Transition	Unduplicated Pupil Percentage		
Calculation Factors		5.90%	0.00%	29.22%	29.12%			3.09%	0.00%	19.28%	29.28%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	175.78	$ 11,051	$ 1,149	$ 713	$ -	$ 2,268,841	255.30	$ 11,382	$ 1,185	$ 737	$ -	$ 2,084,926
Grades 4-6	83.72	11,218		656	-	983,181	105.82	11,585		677	-	1,141,835
Grades 7-8	48.81	11,550		675	-	609,049	51.70	11,987		697	-	651,641
Grades 9-12	-	13,306	348	603	-	-	-	13,890	359	620	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 3,445,313	$ 261,971	$ 212,184	$ -	$ 3,861,074		$ 3,556,570	$ 181,794	$ 220,036	$ -	$ 3,959,400
NSS Allowance		-				-		-				-
TOTAL BASE	308.32	$ 3,445,313	$ 261,971	$ 212,184	$ -	$ 3,861,074	308.32	$ 3,556,570	$ 181,794	$ 220,036	$ -	$ 3,959,400
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2024-25)						-						-
Transitional Kindergarten (commencing 2022-23)	TK ADA	28.20	TK Add-on rate	$ 5,892.00		166,154	TK ADA	28.20	TK Add-on rate	$ 6,074.00		171,287
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 4,027,228						$ 4,130,687
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						$ 4,027,228						$ 4,130,687
Local Revenue (including EIA)						(980,826)						(1,011,134)
Gross State Aid						$ 3,046,401						$ 3,119,553
Education Protection Account Entitlement						(1,356,699)						(1,398,621)
Net State Aid						$ 1,689,701						$ 1,720,932
MINIMUM STATE AID CALCULATION												
			22-23 Rate	2027-28 ADA		N/A			22-23 Rate	2028-29 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,559.55	308.32		$ 1,590,792			$ 5,559.55	308.32		$ 1,590,792
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(980,826)						(1,011,134)
Less Education Protection Account Entitlement						(1,356,699)						(1,398,621)
Subtotal State Aid for Historical RL/Charter General BG						$ -						$ -
Categorical Minimum State Aid						97,788						97,788
Charter School Categorical Block Grant adjusted for ADA			462.66	308.32		148,629			462.66	308.32		148,629
Minimum State Aid Guarantee Before Proration Factor						$ 246,417						$ 246,417
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						$ 246,417						$ 246,417
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						3,861,074						3,959,400
Minimum State Aid plus Property Taxes Including EIA						1,217,241						1,257,551
Offset						-						-
Minimum State Aid Prior to Offset						246,417						246,417
Total Minimum State Aid with Offset						246,417						246,417
State Aid Before Additional State Aid						$ 1,689,701						$ 1,720,932
ADDITIONAL STATE AID						$ -						$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						$ 1,689,701						$ 1,720,932
LCFF Entitlement, excludes Categorical MSA and before CDE transfer, Choice & Charter Supplem						$ 4,027,228						$ 4,130,687
Change Over Prior Year			4.81%	177,295					2.57%	101,459		
LCFF Entitlement Per ADA (excluding Categorical MSA)						(3.06)						31,387
Per-ADA Change Over Prior Year			3.33%	421					2.56%	335		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2027-28				Increase		2028-29
State Aid			-19.32%	(404,575)		$ 1,689,701			1.85%	31,229		$ 1,720,932
Education Protection Account						1,356,699						1,398,621
Property Taxes Net of In-Lieu/Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			3.10%	31,331		980,826			3.09%	30,308		1,011,134

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Golden Valley River (114983) - Charter Renewal	v27.2			CY1	v27.2			CY2
LOCAL CONTROL FUNDING FORMULA				2027-28				2028-29
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemented Funding)	8.68%	(373,243)		$ 4,937,320	1.53%	61,537		$ 4,136,687

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Golden Valley River (1149881) - Charter Renewal	v27.2						CY3	v27.2						CY4
LOCAL CONTROL FUNDING FORMULA							**2029-30**							**2030-31**
LCFF ENTITLEMENT CALCULATION														
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		3.11%		0.00%	29.01%	29.03%			1.12%		0.00%	29.18%	29.18%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total		Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	135.56	$ 11,746	$ 1,221	$ 793	$ -	$ 1,857,264		135.56	$ 12,112	$ 1,260	$ 780	$ -	$ 1,915,668	
Grades 4-6	121.26	11,935		690	-	1,529,982		121.26	12,297		718	-	1,576,157	
Grades 7-8	51.70	12,277		712	-	671,573		51.70	12,660		739	-	692,720	
Grades 9-12	-	14,339	870	888	-	-		-	14,674	881	879	-	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-		-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 3,670,686	$ 165,409	$ 212,724	$ -	$ 4,058,819			$ 3,785,136	$ 170,554	$ 218,855	$ -	$ 4,188,545	
NSS Allowance		-				-			-				-	
TOTAL BASE	308.32	$ 3,670,686	$ 165,409	$ 212,724	$ -	$ 4,058,819		308.32	$ 3,785,136	$ 170,554	$ 218,855	$ -	$ 4,188,545	
ADD ONS:														
Targeted Instructional Improvement Block Grant						$ -							$ -	
Home-to-School Transportation (LCFF added commencing 2021-22)						-							-	
Small School District Bus Replacement Program (LCFF added commencing 2021-22)						-							-	
Transitional Kindergarten (Commencing 2022-23)	TK ADA	28.20	TK Add-on rate	$ 6,263.08		176,617		TK ADA	28.20	TK Add-on rate	$ 6,498.09		182,116	
ECONOMIC RECOVERY TARGET PAYMENT						-							-	
LCFF Entitlement Before Adjustments						$ 4,235,436							$ 4,368,661	
Miscellaneous Adjustments						-							-	
ADJUSTED LCFF ENTITLEMENT						$ 4,235,436							$ 4,368,661	
Local Revenue (including RDA)						(1,042,580)							(1,042,580)	
Gross State Aid						$ 3,192,856							$ 3,326,081	
Education Protection Account Entitlement						(1,442,118)							(1,519,642)	
Net State Aid						$ 1,750,738							$ 1,806,439	
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2029-30 ADA		N/A				12-13 Rate	2030-31 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,159.51	308.32		$ 1,590,790				$ 5,159.51	308.32		$ 1,590,790	
2012-13 NSS Allowance (deflated)			$ -			-				$ -			-	
Minimum State Aid Adjustments						-							-	
Less Current Year Property Taxes/In Lieu						(1,042,580)							(1,042,580)	
Less Education Protection Account Entitlement						(1,442,118)							(1,519,642)	
Subtotal State Aid for Historical RL/Charter General BG						$ -							$ -	
Categorical Minimum State Aid						97,788							97,788	
Charter School Categorical Block Grant adjusted for ADA			462.06	308.32		148,629				462.06	308.32		148,629	
Minimum State Aid Guarantee Before Proration Factor						$ 246,417							$ 246,417	
Proration Factor						0.00%							0.00%	
Minimum State Aid Guarantee						$ 246,417							$ 246,417	
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement						4,058,819							4,188,545	
Minimum State Aid plus Property Taxes including RDA						1,288,997							1,288,997	
Offset						-							-	
Minimum State Aid Prior to Offset						246,417							246,417	
Total Minimum State Aid with Offset						246,417							246,417	
State Aid Before Additional State Aid						$ 1,750,738							$ 1,806,439	
ADDITIONAL STATE AID						$ -							$ -	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						$ 1,750,738							$ 1,806,439	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Charter & Charter Supplem						$ 4,235,436							$ 4,368,661	
Change Over Prior Year			2.54%	164,745						1.15%	133,225			
LCFF Entitlement Per ADA (excluding Categorical MSA)						13,737							14,168	
Per ADA Change Over Prior Year			2.54%	348						1.14%	432			
Basic Aid Status (school districts only)						-							-	
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase		2029-30					Increase		2030-31	
State Aid			1.79%	29,806		$ 1,750,738				3.18%	55,701		$ 1,806,439	
Education Protection Account						1,442,118							1,519,642	
Property Taxes Net of In-Lieu Transfers			0.00%	-		-				0.00%	-		-	
Charter In-Lieu Taxes			3.11%	31,446		1,042,580				0.00%	-		1,042,580	

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Golden Valley River (1130[illegible]) - Charter Renewal	v27.2			CY3	v27.2			CY4
LOCAL CONTROL FUNDING FORMULA				2029-30				2030-31
Total LCFF (Excludes Base, AB Cross and Base, AB Supplemental Funding)	1.48%	41,252		$ 4,235,434	1.38%	55,703		$ 4,366,441

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Golden Valley River (114983) - Charter Renewal

EDUCATION PROTECTION ACCOUNT

		Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	CDE P-2 Certification* 2025-26	Calculated* 2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT										
A-1	Total ADA for EPA Minimum	286.41	280.30	280.30	305.02	305.02	304.56	308.32	308.32	308.32
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 57,282	$ 56,060	$ 56,060	$ 61,004	$ 61,004	$ 60,912	$ 61,664	$ 61,664	$ 61,664
EPA PROPORTIONATE SHARE CAP										
B1,B2	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ 6,900.30		$ 6,974.13	$ 7,134.53	$ 7,134.53	$ 7,339.29	$ 7,581.40	$ 7,815.78	$ 8,058.83
B4, B8	Current Year Funded ADA, excluding NSS	286.41		280.30	-	305.02	304.56	308.32	308.32	308.32
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-12	Current Year Funded ADA, including NSS	286.41		280.30	-	305.02	304.56	308.32	308.32	308.32
B9,B13	Adjusted Total Revenue Limit	$ 1,976,315		$ 1,954,849	$ -	$ 2,176,174	$ 2,235,254	$ 2,317,525	$ 2,409,755	$ 2,484,698
B14	Current Year Adjusted NSS Allowance	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ 1,976,315	$ 1,954,849	$ 1,954,849	$ 2,176,174	$ 2,176,174	$ 2,235,254	$ 2,317,525	$ 2,409,755	$ 2,484,698
B-17	Local Revenue/In Lieu of Property Taxes	$ 875,028	$ 862,686	$ 854,710	$ 955,994	$ 955,994	$ 949,493	$ 980,826	$ 1,011,134	$ 1,042,580
B-18	EPA Proportionate Share Cap (B-16 - B-17; if less than 0, B-18 = 0)	$ 1,101,287	$ 1,092,163	$ 1,100,139	$ 1,220,180	$ 1,220,180	$ 1,285,761	$ 1,336,699	$ 1,398,621	$ 1,442,118
EPA PROPORTIONATE SHARE										
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$1,976,315	$ 1,954,849	$1,954,849	$2,176,174	$2,176,174	$2,235,254	$2,317,525	$2,409,755	$2,484,698
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)		49.68856772%		62.47675118%		36.06588113%	42.47675118%	62.47675118%	62.47675118%
C-3	EPA Proportionate Share (C-1 * C-2)	$ 425,547	$ 971,297	$ 988,068	$ 1,358,603	$ 1,358,603	$ 806,164	$ 1,440,410	$ 1,505,537	$ 1,552,359
EPA ENTITLEMENT										
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	$ 425,547	$ 971,297	$ 988,068	$ 1,220,180	$ 1,220,180	$ 806,164	$ 1,336,699	$ 1,398,621	$ 1,442,118
D-2	Miscellaneous Adjustment**	$-	$-	$-	$-	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)	425,547	971,297	988,068	1,220,180	1,220,180	806,164	1,336,699	1,398,621	1,442,118
D-4	Prior Year Annual Adjustment	1,838	$ 878	879	$ 16,771	16,771	-			
D-5	P2 Entitlement Net of PY Adjustment	427,385	$ 972,235	989,047	$ 1,236,951	1,236,951	806,164	1,336,699	1,398,621	1,442,118
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	22.93836064%	50.54446491%	50.54446491%	62.47675118%	62.47675118%	36.06588113%	42.47675118%	62.47675118%	62.47675118%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		$ 988,068		$ 1,220,180		806,164	1,336,699	1,398,621	1,442,118

*CDE P-2 Certification and Calculated columns can be compared to determine accruals or 'ks. Enter accrual information on Data Entry tab.
**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuen LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Golden Valley River (114983) - Charter Renewal

EDUCATION PROTECTION ACCOUNT

			2030-31
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT			
A-1	Total ADA for EPA Minimum		388.32
A-2	Minimum Funding per ADA	$	200
A-3	EPA Minimum Funding (A-1 * A-2)	$	82,664
EPA PROPORTIONATE SHARE CAP			
B-1, B2	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$	8,310
B4, B5	Current Year Funded ADA, excluding NSS		388.32
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	$	-
B-12	Current Year Funded ADA, including NSS		388.32
B-14(1)	Adjusted Total Revenue Limit	$	2,562,222
B15	Current Year Adjusted NSS Allowance	$	-
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$	2,562,222
B-17	Local Revenue/In-Lieu of Property Taxes	$	1,042,580
B-18	EPA Proportionate Share Cap (B-16 - B-17; if less than 0, B-18 = 0)	$	1,519,642
EPA PROPORTIONATE SHARE			
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA		$2,562,222
C-2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)		62.476751188%
C-3	EPA Proportionate Share (C-1 * C-2)	$	1,600,793
EPA ENTITLEMENT			
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18). (If C-3 and B-18 < A-3, then A-3)	$	1,519,642
D-2	Miscellaneous Adjustments**		$-
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)		1,519,642
D-4	Prior Year Annual Adjustment		
D-5	P2 Entitlement Net of PY Adjustment		1,519,642
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**		62.476751188%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*1,519,642*

*CDE P-2 Certification and Calculated columns can be compared to determine accruals or
**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of less

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Golden Valley River (114983) - Charter Renewal

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.96%	4.31%	5.30%	5.09%	3.11%	3.12%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions								
Enrollment Count	305	297	317	324	328	318	318	328
Unduplicated Pupil Count (UPC)	105	79	92	97	94	96	96	95
Unduplicated Pupil Percentage (UPP)	33.33%	31.99%	30.00%	28.60%	29.22%	29.28%	29.09%	29.18%
Current Year LCFF Average Daily Attendance (ADA)	286.41	280.80	305.02	304.56	308.32	308.32	308.12	308.32
Funded LCFF ADA	286.41	280.80	305.02	304.56	308.32	308.32	308.12	308.32
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$2,876,650	$2,841,530	$3,160,099	$3,294,887	$3,445,929	$3,556,570	$3,670,686	$3,785,136
Grade Span Adjustment	155,471	160,705	194,151	194,997	201,571	183,794	165,409	170,554
Adjusted Base Grant	$3,032,121	$3,002,235	$3,354,250	$3,489,884	$3,647,890	$3,740,364	$3,836,095	$3,955,690
Supplemental Grant	202,122	192,081	201,457	199,198	213,184	219,036	222,714	230,855
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$3,234,243	$3,194,296	$3,555,707	$3,689,082	$3,861,074	$3,959,400	$4,058,810	$4,186,545
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	73,147	76,494	138,680	160,053	166,154	171,287	176,617	182,116
Total Allowance and Add-On Amounts	$73,147	$76,494	$138,680	$160,053	$166,154	$171,287	$176,617	$182,116
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$3,307,390**	**$3,270,780**	**$3,694,387**	**$3,849,935**	**$4,027,228**	**$4,130,687**	**$4,235,436**	**$4,368,661**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 3,307,390**	**$ 3,270,780**	**$ 3,694,387**	**$ 3,849,935**	**$ 4,027,228**	**$ 4,130,687**	**$ 4,235,436**	**$ 4,368,661**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,548	$ 11,669	$ 12,112	$ 12,641	$ 13,062	$ 13,397	$ 13,737	$ 14,169
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	3,307,390	3,270,780	3,694,387	3,849,935	4,027,228	4,130,687	4,235,436	4,368,661
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ 875,038	$ 854,720	$ 955,994	$ 949,493	$ 980,826	$ 1,011,334	$ 1,042,580	$ 1,042,580
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 435,547	$ 588,068	$ 1,220,180	$ 806,164	$ 1,356,099	$ 1,398,611	$ 1,442,118	$ 1,519,642
Net State Aid (excludes Additional State Aid)	$ 1,996,815	$ 1,428,002	$ 1,518,213	$ 2,094,278	$ 1,689,703	$ 1,720,912	$ 1,750,738	$ 1,806,439
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 3,307,390**	**$ 3,270,780**	**$ 3,694,387**	**$ 3,849,935**	**$ 4,027,228**	**$ 4,130,687**	**$ 4,235,436**	**$ 4,368,661**

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Golden Valley River (114983) - Charter Renewal

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 1,396,815	$ 1,428,002	$ 1,518,213	$ 1,694,278	$ 1,685,701	$ 1,738,902	$ 1,790,718	$ 1,806,419
EPA, Current Year (Resource 1400, Object Code 8012)	$ 435,547	$ 968,068	$ 1,220,180	$ 806,184	$ 1,336,699	$ 1,388,625	$ 1,442,118	$ 1,319,642
(P-2 plus Current Year Accrual)								
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	$ 1,838	$ 979	$ 16,771	$ -	$ -	$ -	$ -	$ -
(P-A less Prior Year Accrual)								
Property Taxes (Object 8021 to 8069)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	875,028	854,710	955,994	949,493	980,829	1,011,134	1,042,580	1,042,580
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 1,307,390	$ 1,270,780	$ 1,694,387	$ 1,849,535	$ 4,027,228	$ 4,130,687	$ 4,235,416	$ 4,368,661
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 1,307,390	$ 1,270,780	$ 1,694,387	$ 1,849,535	$ 4,027,228	$ 4,130,687	$ 4,235,416	$ 4,368,661
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (Excludes add-ons for TIG & Transportation)	$ [redacted]	$ [redacted]	$ 3,480,930	$ 3,650,137	$ 3,814,044	$ 3,911,651	$ 4,012,712	$ 4,137,806
Supplemental and Concentration Grant funding in the LCAP year	$ [redacted]	$ [redacted]	$ 201,457	$ 199,588	$ 213,184	$ 219,016	$ 222,714	$ 230,855
Projected Additional 15% Concentration Grant funding in the LCAP year	$ [redacted]	$ [redacted]	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	[redacted]	[redacted]	5.77%	5.47%	5.59%	5.60%	5.55%	5.58%

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Golden Valley River (114983) - Charter Renewal

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

FCMAT

Golden Valley River (114983) - Charter Renewal

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,680.99	$ 11,776.13	$ 12,003.06	$ 12,486.59	$ 11,912.97	$ 13,513.51	$ 13,720.92	$ 14,152.39
Grades 4-6	$ 10,740.20	$ 10,828.12	$ 11,036.28	$ 11,481.19	$ 11,879.58	$ 12,242.25	$ 12,617.17	$ 13,014.65
Grades 7-8	$ 11,058.06	$ 11,148.38	$ 11,362.78	$ 11,820.55	$ 12,224.98	$ 12,604.27	$ 12,989.80	$ 13,398.84
Grades 9-12	$ 13,148.72	$ 13,257.19	$ 13,511.52	$ 14,055.47	$ 14,536.61	$ 14,988.15	$ 15,446.62	$ 15,952.55
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,915	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,219	$ 14,673
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,212	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,200	$ 12,577	$ 12,968	$ 13,372
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,915	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,734	$ 14,159	$ 14,599	$ 15,054
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,915	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,219	$ 14,673
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,212	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,440	$ 2,515	$ 2,594	$ 2,674
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,244	$ 2,313	$ 2,385	$ 2,459
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,310	$ 2,381	$ 2,455	$ 2,532
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,747	$ 2,832	$ 2,910	$ 3,011
Actual - 1.00 ADA, Local UPP as follows:	22.22%	21.99%	20.00%	20.00%	29.22%	29.28%	29.01%	28.18%
Grades TK-3	$ 730	$ 708	$ 680	$ 676	$ 713	$ 717	$ 753	$ 780
Grades 4-6	$ 671	$ 651	$ 625	$ 621	$ 656	$ 677	$ 692	$ 718
Grades 7-8	$ 691	$ 670	$ 644	$ 640	$ 675	$ 697	$ 713	$ 739
Grades 9-12	$ 822	$ 797	$ 766	$ 760	$ 803	$ 829	$ 848	$ 879
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,930	$ 8,175	$ 8,429	$ 8,692
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,293	$ 7,517	$ 7,751	$ 7,993
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,508	$ 7,740	$ 7,980	$ 8,229
Grades 9-12	$ 8,013	$ 8,099	$ 8,284	$ 8,642	$ 8,927	$ 9,203	$ 9,459	$ 9,745
Actual - 1.00 ADA, Local UPP >55% as follows:	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Local Property Taxes (w/out RDA)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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Golden Valley River (114983) - Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2025-24

ADA	Level / # FTE	Allowance	12/13 deflated rate
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	300,829
49 - 72	3	793,973	454,243
73 - 96	4	1,096,670	605,656
High School			
1 - 19	1	216,141	121,901
1 - 19	2	432,421	245,803
1 - 19	3	716,282	545,921
20 - 38	4	877,412	668,923
39 - 57	5	1,238,623	701,725
58 - 71	6	1,199,033	914,526
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,572,254	1,198,429
101 - 114	9	1,883,495	1,283,530
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,009,886	1,529,134
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,779,926
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,797	2,039,739
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2025-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp.	Concen
Grades TK-3	9,919	1,032	730	-
Grades 4-6	10,069	-	671	-
Grades 7-8	10,367	-	691	-
Grades 9-12	12,015	812	802	-

ADA & NSS FTE 2025-24

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & CDS operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
69	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
70	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
71	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
72	NSS Allowance if funded as NSS & on prior year											
73				NSS allowance level using PY			-	-	-	-	-	
74				NSS Allowance using PY			-	-	-	-	-	
75				NSS Add-on using PY			-	-	-	-	-	
76				Total NSS Allowance using PY			-	-	-	-	-	
77	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
78				NSS allowance level using 3 PY average			-	-	-	-	-	
79				NSS Allowance using 3 PY average			-	-	-	-	-	
80				NSS Add-on using 3 PY average			-	-	-	-	-	
81				Total NSS Allowance using 3 PY average			-	-	-	-	-	
82	NSS Allowance if funded as NSS & on current year											
83				NSS allowance level using CY			-	-	-	-	-	
84				NSS Allowance using CY			-	-	-	-	-	
85				NSS Add-on using CY			-	-	-	-	-	
86				Total NSS Allowance using CY			-	-	-	-	-	
87				NSS allowance level >0?			NO	NO	NO	NO	NO	
88	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
89				NSS Funding			-	-	-	-	-	
90				NSS ADA	Grades TK-3		-	-	-	-	-	
91					Grades 4-6		-	-	-	-	-	
92					Grades 7-8		-	-	-	-	-	
93					Grades 9-12		-	-	-	-	-	
94					Total		-	-	-	-	-	
95				NSS allowance Level			-	-	-	-	-	
96–98												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
99	2023-24								2023-24			
100				Funded F2 NSS ADA and NSS Allowances			NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
101				Best funding option calculated is			LCFF	LCFF	LCFF	LCFF	LCFF	
102				Selected funding method			LCFF	LCFF	LCFF	LCFF	LCFF	
103				NSS Allowance								
104				Third Prior Year	2020-21							
105				NSS ADA								
106					Grades TK-3		-	-	-	-	-	-
107					Grades 4-6		-	-	-	-	-	-
108					Grades 7-8		-	-	-	-	-	-
109					Grades 9-12		-	-	-	-	-	-
110					F2 NSS ADA		-	-	-	-	-	-
111				Second Prior Year	2021-22							
112				NSS ADA								
113					Grades TK-3		-	-	-	-	-	-
114					Grades 4-6		-	-	-	-	-	-
115					Grades 7-8		-	-	-	-	-	-
116					Grades 9-12		-	-	-	-	-	-
117					F2 NSS ADA		-	-	-	-	-	-
118				Prior Year	2022-23							
119				NSS ADA								
120					Grades TK-3		-	-	-	-	-	-
121					Grades 4-6		-	-	-	-	-	-
122					Grades 7-8		-	-	-	-	-	-
123					Grades 9-12		-	-	-	-	-	-
124					F2 NSS ADA		-	-	-	-	-	-
125				NSS Allowances			-	-	-	-	-	-
126				Current Year	2023-24							
127				NSS ADA								
128					Grades TK-3		-	-	-	-	-	-
129					Grades 4-6		-	-	-	-	-	-
130					Grades 7-8		-	-	-	-	-	-
131					Grades 9-12		-	-	-	-	-	-
132					F2 NSS ADA		-	-	-	-	-	-
133				NSS Allowances			-	-	-	-	-	-
134			Funded	NSS allowance Level			-	-	-	-	-	-
135				NSS ADA								
136					Grades TK-3		-	-	-	-	-	-
137					Grades 4-6		-	-	-	-	-	-
138					Grades 7-8		-	-	-	-	-	-
139					Grades 9-12		-	-	-	-	-	-
140					F2 NSS ADA		-	-	-	-	-	-
141				NSS Allowances			-	-	-	-	-	-
142				Exclude: LCFF Adjusted Base Funding for NSS ADA			NSS ADA	Rates		Amounts		Total
143								Base	Grade Span	Base	Grade Span	
144					Grades TK-3		-	9,919	1,032	-	-	-
145					Grades 4-6		-	10,069	-	-	-	-
146					Grades 7-8		-	10,367	-	-	-	-
147					Grades 9-12		-	12,015	512	-	-	-
148				Total Exclusion: LCFF Adjusted Base Funding for NSS ADA			-			-	-	-
149				Adjusted NSS Allowance (Deficited) for EPA			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
150				Funding at 12-13 levels (deficited)								
151				NSS Allowances			-	-	-	-	-	-
152				NSS Add-on								
153				NSS Add-on per ADA			-	-	-	-	-	
154				Funded ADA			-	-	-	-	-	
155				NSS Add-on			-	-	-	-	-	-
156				TOTAL Adjusted NSS Allowance (Deficited) for EPA								-
157												
158												

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Golden Valley River [1149803] - Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by the calculation.

RATES	2024-25		12/13 deflated rate
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	271,209	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
High School			
1 - 18	1	238,541	124,216
1 - 19	2	525,871	248,433
1 - 19	3	723,885	372,650
20 - 38	4	896,880	675,978
39 - 57	5	1,049,736	800,196
58 - 76	6	1,212,671	924,412
77 - 95	7	1,375,687	1,048,629
97 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,419	1,421,278
130 - 143	11	2,027,389	1,545,495
144 - 171	12	2,190,389	1,669,712
172 - 210	13	2,622,556	1,799,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,040,361
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42280). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the larger amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2024-25	1.07%
Promotion Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	708	-
Grades 4-6	10,177	-	651	-
Grades 7-8	10,478	-	670	-
Grades 9-12	12,144	318	797	-

ADA & NSS FTE		2024-25 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS COL & COI
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
222	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
223	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
224	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
225	NSS Allowance if funded as NSS & on prior year											
226				NSS allowance level using PY			-	-	-	-	-	
227				NSS Allowance using PY			-	-	-	-	-	
228				NSS Add-on using PY			-	-	-	-	-	
229				Total NSS Allowance using PY			-	-	-	-	-	
230	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
231				NSS allowance level using 3 PY average			-	-	-	-	-	
232				NSS Allowance using 3 PY average			-	-	-	-	-	
233				NSS Add-on using 3 PY average			-	-	-	-	-	
234				Total NSS Allowance using 3 PY average			-	-	-	-	-	
235	NSS Allowance if funded as NSS & on current year											
236				NSS allowance level using CY			-	-	-	-	-	
237				NSS Allowance using CY			-	-	-	-	-	
238				NSS Add-on using CY			-	-	-	-	-	
239				Total NSS Allowance using CY			-	-	-	-	-	
240				NSS allowance level =0?			NO	NO	NO	NO	NO	
241	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
242				NSS Funding			-	-	-	-	-	
243				NSS ADA	Grades TK-3		-	-	-	-	-	
244					Grades 4-6		-	-	-	-	-	
245					Grades 7-8		-	-	-	-	-	
246					Grades 9-12		-	-	-	-	-	
247					Total		-	-	-	-	-	
248				NSS allowance Level			-	-	-	-	-	
249												
250												
251												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
252	2024-25								2024-26			
253		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
254		Best funding option calculated is					LCFF	LCFF	LCFF	LCFF	LCFF	
255		Selected funding method					LCFF	LCFF	LCFF	LCFF	LCFF	
256		NSS Allowance										
257		Third Prior Year			2021-22							
258			NSS ADA									
259				Grades TK-3			-	-	-	-	-	-
260				Grades 4-6			-	-	-	-	-	-
261				Grades 7-8			-	-	-	-	-	-
262				Grades 9-12			-	-	-	-	-	-
263				P2 NSS ADA			-	-	-	-	-	-
264		Second Prior Year			2022-23							
265			NSS ADA									
266				Grades TK-3			-	-	-	-	-	-
267				Grades 4-6			-	-	-	-	-	-
268				Grades 7-8			-	-	-	-	-	-
269				Grades 9-12			-	-	-	-	-	-
270				P2 NSS ADA			-	-	-	-	-	-
271		Prior Year			2023-24							
272			NSS ADA									
273				Grades TK-3			-	-	-	-	-	-
274				Grades 4-6			-	-	-	-	-	-
275				Grades 7-8			-	-	-	-	-	-
276				Grades 9-12			-	-	-	-	-	-
277				P2 NSS ADA			-	-	-	-	-	-
278			NSS Allowances				-	-	-	-	-	-
279		Current Year			2024-25							
280			NSS ADA									
281				Grades TK-3			-	-	-	-	-	-
282				Grades 4-6			-	-	-	-	-	-
283				Grades 7-8			-	-	-	-	-	-
284				Grades 9-12			-	-	-	-	-	-
285				P2 NSS ADA			-	-	-	-	-	-
286			NSS Allowances				-	-	-	-	-	-
287		Funded	NSS allowance Level				-	-	-	-	-	
288			NSS ADA									
289				Grades TK-3			-	-	-	-	-	-
290				Grades 4-6			-	-	-	-	-	-
291				Grades 7-8			-	-	-	-	-	-
292				Grades 9-12			-	-	-	-	-	-
293				P2 NSS ADA			-	-	-	-	-	-
294			NSS Allowances				-	-	-	-	-	-
295		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
296								Base	Grade Span	Base	Grade Span	
297				Grades TK-3			-	10,035	1,043	-	-	-
298				Grades 4-6			-	10,177	-	-	-	-
299				Grades 7-8			-	10,478	-	-	-	-
300				Grades 9-12			-	12,144	316	-	-	-
301		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
302		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances					-	-	-	-	-	-
305		NSS Add-on										
306		NSS Add-on per ADA					-	-	-	-	-	
307		Funded ADA					-	-	-	-	-	
308		NSS Add-on					-	-	-	-	-	-
309		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
310												
311												

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Golden Valley River (114983) - Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by the calculation.

RATES	2025-26		12/13 adjusted rate
ADA	Level / # FTE	Allowance	Inflt. for COLA
Elementary			
1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,599	625,216
High School			
1 - 18	1	233,808	127,073
1 - 19	2	533,386	254,147
1 - 19	3	740,564	384,904
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 76	6	1,240,562	945,678
77 - 95	7	1,407,246	1,072,747
97 - 100	8	1,573,008	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42280). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA - 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	680	-
Grades 4-6	10,411	-	625	-
Grades 7-8	10,719	-	644	-
Grades 9-12	12,423	323	746	-

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (1149803) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
338	ADA & NSS FTE							2025-26				
339						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CSS, & CCS operated
340	Third PY ADA (net of charter shift)											
341	2022-23			Grades TK-3		-	-	-	-	-	-	
342				Grades 4-6		-	-	-	-	-	-	
343				Grades 7-8		-	-	-	-	-	-	
344				Grades 9-12		-	-	-	-	-	-	
345				Third PRIOR YEAR ADA		-	-	-	-	-	-	
346	Third PY NUMBER OF FTE					-	-	-	-	-	-	
347	Second PY ADA (net of charter shift)											
348	2023-24			Grades TK-3		-	-	-	-	-	-	
349				Grades 4-6		-	-	-	-	-	-	
350				Grades 7-8		-	-	-	-	-	-	
351				Grades 9-12		-	-	-	-	-	-	
352				Second PRIOR YEAR ADA		-	-	-	-	-	-	
353	Second PY NUMBER OF FTE					-	-	-	-	-	-	
354	PRIOR YEAR ADA (net of charter shift)											
355		0		Grades TK-3		-	-	-	-	-	-	
356				Grades 4-6		-	-	-	-	-	-	
357				Grades 7-8		-	-	-	-	-	-	
358				Grades 9-12		-	-	-	-	-	-	
359				PRIOR YEAR ADA		-	-	-	-	-	-	
360	PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	-	
361	THREE PRIOR YEAR AVERAGE (net of charter shift)											
362				Grades TK-3		-	-	-	-	-	-	
363				Grades 4-6		-	-	-	-	-	-	
364				Grades 7-8		-	-	-	-	-	-	
365				Grades 9-12		-	-	-	-	-	-	
366				3 PY AVERAGE ADA		-	-	-	-	-	-	
367	3 PRIOR YEAR NUMBER OF FTE					-	-	-	-	-	-	
368	CURRENT YEAR ADA (before charter shift)											
369	2025-26			Grades TK-3		-	-	-	-	-	-	-
370				Grades 4-6		-	-	-	-	-	-	-
371				Grades 7-8		-	-	-	-	-	-	-
372				Grades 9-12		-	-	-	-	-	-	-
373				CURRENT YEAR ADA		-	-	-	-	-	-	-
374	CURRENT YEAR NUMBER OF FTE					-	-	-	-	-	-	

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and gradespan and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
375	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
376	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
377	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
378	NSS Allowance if funded as NSS & on prior year											
379				NSS allowance level using PY			-	-	-	-	-	
380				NSS Allowance using PY			-	-	-	-	-	
381				NSS Add-on using PY			-	-	-	-	-	
382				Total NSS Allowance using PY			-	-	-	-	-	
383	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
384				NSS allowance level using 3 PY average			-	-	-	-	-	
385				NSS Allowance using 3 PY average			-	-	-	-	-	
386				NSS Add-on using 3 PY average			-	-	-	-	-	
387				Total NSS Allowance using 3 PY average			-	-	-	-	-	
388	NSS Allowance if funded as NSS & on current year											
389				NSS allowance level using CY			-	-	-	-	-	
390				NSS Allowance using CY			-	-	-	-	-	
391				NSS Add-on using CY			-	-	-	-	-	
392				Total NSS Allowance using CY			-	-	-	-	-	
393				NSS allowance level >0?			NO	NO	NO	NO	NO	
394	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
395				NSS Funding			-	-	-	-	-	
396				NSS ADA	Grades TK-3		-	-	-	-	-	
397					Grades 4-6		-	-	-	-	-	
398					Grades 7-8		-	-	-	-	-	
399					Grades 9-12		-	-	-	-	-	
400					Total		-	-	-	-	-	
401				NSS allowance Level			-	-	-	-	-	
402												
403												
404												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114083) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and gradespan and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
405	2025-26								2025-26			
406		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
408		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
409		NSS Allowance										
410		Third Prior Year			2022-23							
411			NSS ADA									
412				Grades TK-3			-	-	-	-	-	-
413				Grades 4-6			-	-	-	-	-	-
414				Grades 7-8			-	-	-	-	-	-
415				Grades 9-12			-	-	-	-	-	-
416				P2 NSS ADA			-	-	-	-	-	-
417		Second Prior Year			2023-24							
418			NSS ADA									
419				Grades TK-3			-	-	-	-	-	-
420				Grades 4-6			-	-	-	-	-	-
421				Grades 7-8			-	-	-	-	-	-
422				Grades 9-12			-	-	-	-	-	-
423				P2 NSS ADA			-	-	-	-	-	-
424		Prior Year			2024-25							
425			NSS ADA									
426				Grades TK-3			-	-	-	-	-	-
427				Grades 4-6			-	-	-	-	-	-
428				Grades 7-8			-	-	-	-	-	-
429				Grades 9-12			-	-	-	-	-	-
430				P2 NSS ADA			-	-	-	-	-	-
431			NSS Allowances				-	-	-	-	-	-
432		Current Year			2025-26							
433			NSS ADA									
434				Grades TK-3			-	-	-	-	-	-
435				Grades 4-6			-	-	-	-	-	-
436				Grades 7-8			-	-	-	-	-	-
437				Grades 9-12			-	-	-	-	-	-
438				P2 NSS ADA			-	-	-	-	-	-
439			NSS Allowances				-	-	-	-	-	-
440		Funded	NSS allowance Level				-	-	-	-	-	
441			NSS ADA									
442				Grades TK-3			-	-	-	-	-	-
443				Grades 4-6			-	-	-	-	-	-
444				Grades 7-8			-	-	-	-	-	-
445				Grades 9-12			-	-	-	-	-	-
446				P2 NSS ADA			-	-	-	-	-	-
447			NSS Allowances				-	-	-	-	-	-
448		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
449								Base	Grade Span	Base	Grade Span	
450				Grades TK-3			-	10,298	1,067	-	-	-
451				Grades 4-6			-	10,413	-	-	-	-
452				Grades 7-8			-	10,719	-	-	-	-
453				Grades 9-12			-	12,419	323	-	-	-
454		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
455		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
456		Funding at 12-13 levels (deficited)										
457		NSS Allowances					-	-	-	-	-	-
458		NSS Add-on										
459		NSS Add-on per ADA					-	-	-	-	-	
460		Funded ADA					-	-	-	-	-	
461		NSS Add-on					-	-	-	-	-	-
462		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
463												
464												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River [114983] - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
465												
466	RATES		2026-27			12/13 def. rate + COLA for BYA						
467	ADA		Level / FTE		Allowance							
468	Elementary											
469	1 - 24		1		342,584	161,047						
470	25 - 48		2		677,786	322,095						
471	49 - 72		3		1,013,384	483,141						
472	73 - 96		4		1,348,674	644,188						
473	High School											
474	1 - 19		1		888,646	140,720						
475	1 - 19		2		411,500	281,441						
476	1 - 19		3		914,120	580,653						
477	20 - 38		4		1,110,879	711,372						
478	39 - 57		5		1,325,640	842,095						
479	58 - 76		6		1,531,389	971,814						
480	77 - 95		7		1,737,181	1,100,535						
481	97 - 100		8		1,942,900	1,234,298						
482	101 - 114		9		2,148,681	1,364,976						
483	115 - 129		10		2,354,440	1,496,696						
484	130 - 143		11		2,560,191	1,626,417						
485	144 - 171		12		2,765,963	1,757,138						
486	172 - 210		13		3,311,868	1,887,859						
487	211 - 248		14		3,909,785	2,018,579						
488	249 - 286		15		4,507,751	2,149,299						
489												
490	NSS Add-on per ADA				-	-						

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For high schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2026-27	2.87%
Proration Factor	0.00%
Approved NSS Augmentation	**20.00%**

LCFF Rates per ADA

	Base	GrSpan	Supp	Concen
Grades TK-3	10,008	1,113	676	-
Grades 4-6	10,060	-	631	-
Grades 7-8	11,181	-	640	-
Grades 9-12	12,958	817	760	-

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
491	ADA & NSS FTE							2026-27				
492						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & CCS operated
493	Third PY ADA (net of charter shift)											
494	2023-24			Grades TK-3		-	-	-	-	-	-	
495				Grades 4-6		-	-	-	-	-	-	
496				Grades 7-8		-	-	-	-	-	-	
497				Grades 9-12		-	-	-	-	-	-	
498				Third PRIOR YEAR ADA		-	-	-	-	-	-	
499	Third PY NUMBER OF FTE						-	-	-	-	-	
500	Second PY ADA (net of charter shift)											
501	2024-25			Grades TK-3		-	-	-	-	-	-	
502				Grades 4-6		-	-	-	-	-	-	
503				Grades 7-8		-	-	-	-	-	-	
504				Grades 9-12		-	-	-	-	-	-	
505				Second PRIOR YEAR ADA		-	-	-	-	-	-	
506	Second PY NUMBER OF FTE						-	-	-	-	-	
507	PRIOR YEAR ADA (net of charter shift)											
508	2025-26			Grades TK-3		-	-	-	-	-	-	
509				Grades 4-6		-	-	-	-	-	-	
510				Grades 7-8		-	-	-	-	-	-	
511				Grades 9-12		-	-	-	-	-	-	
512				PRIOR YEAR ADA		-	-	-	-	-	-	
513	PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
514	THREE PRIOR YEAR AVERAGE (net of charter shift)											
515				Grades TK-3		-	-	-	-	-	-	
516				Grades 4-6		-	-	-	-	-	-	
517				Grades 7-8		-	-	-	-	-	-	
518				Grades 9-12		-	-	-	-	-	-	
519				3 PY AVERAGE ADA		-	-	-	-	-	-	
520	3 PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
521	CURRENT YEAR ADA (before charter shift)											
522	2026-27			Grades TK-3		-	-	-	-	-	-	-
523				Grades 4-6		-	-	-	-	-	-	-
524				Grades 7-8		-	-	-	-	-	-	-
525				Grades 9-12		-	-	-	-	-	-	-
526				CURRENT YEAR ADA		-	-	-	-	-	-	-
527	CURRENT YEAR NUMBER OF FTE						-	-	-	-	-	
528	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
529	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
530	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
531	NSS Allowance if funded as NSS & on prior year											
532				NSS allowance level using PY			-	-	-	-	-	
533				NSS Allowance using PY			-	-	-	-	-	
534				NSS Add-on using PY			-	-	-	-	-	
535				Total NSS Allowance using PY			-	-	-	-	-	
536	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
537				NSS allowance level using 3 PY average			-	-	-	-	-	
538				NSS Allowance using 3 PY average			-	-	-	-	-	
539				NSS Add-on using 3 PY average			-	-	-	-	-	
540				Total NSS Allowance using 3 PY average			-	-	-	-	-	
541	NSS Allowance if funded as NSS & on current year											
542				NSS allowance level using CY			-	-	-	-	-	
543				NSS Allowance using CY			-	-	-	-	-	
544				NSS Add-on using CY			-	-	-	-	-	
545				Total NSS Allowance using CY			-	-	-	-	-	
546				NSS allowance level >0?			NO	NO	NO	NO	NO	
547	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
548				NSS Funding			-	-	-	-	-	
549				NSS ADA	Grades TK-3		-	-	-	-	-	
550					Grades 4-6		-	-	-	-	-	
551					Grades 7-8		-	-	-	-	-	
552					Grades 9-12		-	-	-	-	-	
553					Total		-	-	-	-	-	
554				NSS allowance Level			-	-	-	-	-	
555												
556												
557												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
558	2026-27								2026-27			
559		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
560		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
561		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
562		NSS Allowance										
563		Third Prior Year			2023-24							
564				NSS ADA								
565				Grades TK-3			-	-	-	-	-	-
566				Grades 4-6			-	-	-	-	-	-
567				Grades 7-8			-	-	-	-	-	-
568				Grades 9-12			-	-	-	-	-	-
569				P2 NSS ADA			-	-	-	-	-	-
570		Second Prior Year			2024-25							
571				NSS ADA								
572				Grades TK-3			-	-	-	-	-	-
573				Grades 4-6			-	-	-	-	-	-
574				Grades 7-8			-	-	-	-	-	-
575				Grades 9-12			-	-	-	-	-	-
576				P2 NSS ADA			-	-	-	-	-	-
577		Prior Year			2025-26							
578				NSS ADA								
579				Grades TK-3			-	-	-	-	-	-
580				Grades 4-6			-	-	-	-	-	-
581				Grades 7-8			-	-	-	-	-	-
582				Grades 9-12			-	-	-	-	-	-
583				P2 NSS ADA			-	-	-	-	-	-
584				NSS Allowances			-	-	-	-	-	-
585		Current Year			2026-27							
586				NSS ADA								
587				Grades TK-3			-	-	-	-	-	-
588				Grades 4-6			-	-	-	-	-	-
589				Grades 7-8			-	-	-	-	-	-
590				Grades 9-12			-	-	-	-	-	-
591				P2 NSS ADA			-	-	-	-	-	-
592				NSS Allowances			-	-	-	-	-	-
593		Funded		NSS allowance Level			-	-	-	-	-	
594				NSS ADA								
595				Grades TK-3			-	-	-	-	-	-
596				Grades 4-6			-	-	-	-	-	-
597				Grades 7-8			-	-	-	-	-	-
598				Grades 9-12			-	-	-	-	-	-
599				P2 NSS ADA			-	-	-	-	-	-
600				NSS Allowances			-	-	-	-	-	-
601		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
602								Base	Grade Span	Base	Grade Span	
603				Grades TK-3			-	10,498	1,113	-	-	-
604				Grades 4-6			-	10,860	-	-	-	-
605				Grades 7-8			-	11,193	-	-	-	-
606				Grades 9-12			-	12,958	337	-	-	-
607		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
608		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
609		Funding at 12-13 levels (deficited)										
610		NSS Allowances					-	-	-	-	-	-
611		NSS Add-on										
612		NSS Add-on per ADA					-	-	-	-	-	
613		Funded ADA					-	-	-	-	-	
614		NSS Add-on					-	-	-	-	-	-
615		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
616												
617												

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Golden Valley River (114983) - Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

RATES	2017-18		12/13 def. rate + COLA for 17/18
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	153,887	186,962
25 - 48	2	700,163	832,724
49 - 72	3	1,046,926	499,085
73 - 96	4	1,393,180	665,446
High School			
1 - 19	1	298,159	135,034
1 - 19	2	425,180	270,069
1 - 19	3	944,286	599,815
20 - 38	4	1,156,805	734,847
39 - 57	5	1,369,386	869,884
58 - 71	6	1,581,966	1,004,917
72 - 86	7	1,794,047	1,139,953
87 - 100	8	2,007,096	1,275,986
101 - 114	9	2,219,587	1,410,020
115 - 129	10	2,432,137	1,545,054
130 - 143	11	2,644,688	1,680,089
144 - 171	12	2,857,240	1,815,124
172 - 210	13	3,421,139	1,959,157
211 - 248	14	4,038,818	2,085,190
249 - 286	15	4,656,587	2,220,226
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42285). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the larger amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2017-18	3.00%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,051	1,149	713	-
Grades 4-6	11,218	-	656	-
Grades 7-8	11,148	-	676	-
Grades 9-12	13,386	348	869	-

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by the calculation.*											
643	ADA & NSS FTE							2027-28				
645						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NSS 1-5 # combined
646	Third PY ADA (net of charter shift)											
647	2024-25			Grades TK-3		-	-	-	-	-	-	
648				Grades 4-6		-	-	-	-	-	-	
649				Grades 7-8		-	-	-	-	-	-	
650				Grades 9-12		-	-	-	-	-	-	
651				Third PRIOR YEAR ADA		-	-	-	-	-	-	
652	Third PY NUMBER OF FTE						-	-	-	-	-	
653	Second PY ADA (net of charter shift)											
654	2025-26			Grades TK-3		-	-	-	-	-	-	
655				Grades 4-6		-	-	-	-	-	-	
656				Grades 7-8		-	-	-	-	-	-	
657				Grades 9-12		-	-	-	-	-	-	
658				Second PRIOR YEAR ADA		-	-	-	-	-	-	
659	Second PY NUMBER OF FTE						-	-	-	-	-	
660	PRIOR YEAR ADA (net of charter shift)											
661	2026-27			Grades TK-3		-	-	-	-	-	-	
662				Grades 4-6		-	-	-	-	-	-	
663				Grades 7-8		-	-	-	-	-	-	
664				Grades 9-12		-	-	-	-	-	-	
665				PRIOR YEAR ADA		-	-	-	-	-	-	
666	PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
667	THREE PRIOR YEAR AVERAGE (net of charter shift)											
668				Grades TK-3		-	-	-	-	-	-	
669				Grades 4-6		-	-	-	-	-	-	
670				Grades 7-8		-	-	-	-	-	-	
671				Grades 9-12		-	-	-	-	-	-	
672				3 PY AVERAGE ADA		-	-	-	-	-	-	
673	3 PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
674	CURRENT YEAR ADA (before charter shift)											
675	2027-28			Grades TK-3		-	-	-	-	-	-	-
676				Grades 4-6		-	-	-	-	-	-	-
677				Grades 7-8		-	-	-	-	-	-	-
678				Grades 9-12		-	-	-	-	-	-	-
679				CURRENT YEAR ADA		-	-	-	-	-	-	-
680	CURRENT YEAR NUMBER OF FTE						-	-	-	-	-	
681	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
682	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
683	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
684	NSS Allowance if funded as NSS & on prior year											
685				NSS allowance level using PY			-	-	-	-	-	
686				NSS Allowance using PY			-	-	-	-	-	
687				NSS Add-on using PY			-	-	-	-	-	
688				Total NSS Allowance using PY			-	-	-	-	-	
689	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
690				NSS allowance level using 3 PY average			-	-	-	-	-	
691				NSS Allowance using 3 PY average			-	-	-	-	-	
692				NSS Add-on using 3 PY average			-	-	-	-	-	
693				Total NSS Allowance using 3 PY average			-	-	-	-	-	
694	NSS Allowance if funded as NSS & on current year											
695				NSS allowance level using CY			-	-	-	-	-	
696				NSS Allowance using CY			-	-	-	-	-	
697				NSS Add-on using CY			-	-	-	-	-	
698				Total NSS Allowance using CY			-	-	-	-	-	
699				NSS allowance level >0?			NO	NO	NO	NO	NO	
700	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
701				NSS Funding			-	-	-	-	-	
702				NSS ADA	Grades TK-3		-	-	-	-	-	
703					Grades 4-6		-	-	-	-	-	
704					Grades 7-8		-	-	-	-	-	
705					Grades 9-12		-	-	-	-	-	
706					Total		-	-	-	-	-	
707				NSS allowance Level			-	-	-	-	-	
708												
709												
710												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
711	2021-26							2021-26				
712		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
713		Best funding option calculated is					LCFF	LCFF	LCFF	LCFF	LCFF	
714		Selected funding method					LCFF	LCFF	LCFF	LCFF	LCFF	
715		NSS Allowance										
716		Third Prior Year			2024-25							
717			NSS ADA									
718				Grades TK-3			-	-	-	-	-	-
719				Grades 4-6			-	-	-	-	-	-
720				Grades 7-8			-	-	-	-	-	-
721				Grades 9-12			-	-	-	-	-	-
722				P2 NSS ADA			-	-	-	-	-	-
723		Second Prior Year			2025-26							
724			NSS ADA									
725				Grades TK-3			-	-	-	-	-	-
726				Grades 4-6			-	-	-	-	-	-
727				Grades 7-8			-	-	-	-	-	-
728				Grades 9-12			-	-	-	-	-	-
729				P2 NSS ADA			-	-	-	-	-	-
730		Prior Year			2026-27							
731			NSS ADA									
732				Grades TK-3			-	-	-	-	-	-
733				Grades 4-6			-	-	-	-	-	-
734				Grades 7-8			-	-	-	-	-	-
735				Grades 9-12			-	-	-	-	-	-
736				P2 NSS ADA			-	-	-	-	-	-
737			NSS Allowances				-	-	-	-	-	-
738		Current Year			2027-28							
739			NSS ADA									
740				Grades TK-3			-	-	-	-	-	-
741				Grades 4-6			-	-	-	-	-	-
742				Grades 7-8			-	-	-	-	-	-
743				Grades 9-12			-	-	-	-	-	-
744				P2 NSS ADA			-	-	-	-	-	-
745			NSS Allowances				-	-	-	-	-	-
746		Funded	NSS allowance Level				-	-	-	-	-	
747			NSS ADA									
748				Grades TK-3			-	-	-	-	-	-
749				Grades 4-6			-	-	-	-	-	-
750				Grades 7-8			-	-	-	-	-	-
751				Grades 9-12			-	-	-	-	-	-
752				P2 NSS ADA			-	-	-	-	-	-
753			NSS Allowances				-	-	-	-	-	-
754		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
755								Base	Grade Span	Base	Grade Span	
756				Grades TK-3			-	11,051	1,149	-	-	-
757				Grades 4-6			-	11,218	-	-	-	-
758				Grades 7-8			-	11,598	-	-	-	-
759				Grades 9-12			-	13,386	248	-	-	-
760		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
761		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
762		Funding at 12/13 levels (deficited)										
763		NSS Allowances					-	-	-	-	-	-
764		NSS Add-on										
765		NSS Add-on per ADA					-	-	-	-	-	
766		Funded ADA					-	-	-	-	-	
767		NSS add-on					-	-	-	-	-	-
768		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
769												
770												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
771												
772	RATES		2018-19			18/19 def. rate + COLA for 19-6						
773	ADA		Level / # FTE		Allowance							
774	Elementary											
775	1 - 24		1		864,760	171,301						
776	25 - 48		2		721,798	343,005						
777	49 - 72		3		1,079,173	514,507						
778	73 - 96		4		1,436,225	686,008						
779	High School											
780	1 - 19		1		907,372	139,207						
781	1 - 19		2		498,236	278,414						
782	1 - 19		3		973,464	618,649						
783	20 - 38		4		1,192,581	757,554						
784	39 - 57		5		1,411,790	896,763						
785	58 - 71		6		1,630,817	1,035,969						
786	72 - 89		7		1,849,937	1,175,177						
787	87 - 100		8		2,069,053	1,314,383						
788	101 - 114		9		2,288,172	1,453,590						
789	115 - 129		10		2,507,190	1,592,796						
790	130 - 143		11		2,726,689	1,732,004						
791	144 - 171		12		2,945,529	1,871,211						
792	172 - 210		13		3,526,862	2,010,417						
793	211 - 248		14		4,163,617	2,149,624						
794	249 - 286		15		4,800,393	2,288,831						
795												
796	NSS Add-on per ADA				-	-						

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2020-21	3.09%	
Proration Factor	0.00%	

LCFF Rates per ADA

	Base	GrSpan	Supp	Concen
Grades TK-3	11,160	1,181	737	-
Grades 4-6	11,565	-	677	-
Grades 7-8	11,907	-	697	-
Grades 9-12	13,800	359	629	-

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (1149863) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
797	ADA & NSS FTE							2020-21				NPS, CDS, & CCS schools
798						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	
799	Third PY ADA (net of charter shift)											
800	2025-26			Grades TK-3		-	-	-	-	-	-	
801				Grades 4-6		-	-	-	-	-	-	
802				Grades 7-8		-	-	-	-	-	-	
803				Grades 9-12		-	-	-	-	-	-	
804				Third PRIOR YEAR ADA		-	-	-	-	-	-	
805	Third PY NUMBER OF FTE						-	-	-	-	-	
806	Second PY ADA (net of charter shift)											
807	2026-27			Grades TK-3		-	-	-	-	-	-	
808				Grades 4-6		-	-	-	-	-	-	
809				Grades 7-8		-	-	-	-	-	-	
810				Grades 9-12		-	-	-	-	-	-	
811				Second PRIOR YEAR ADA		-	-	-	-	-	-	
812	Second PY NUMBER OF FTE						-	-	-	-	-	
813	PRIOR YEAR ADA (net of charter shift)											
814	2027-28			Grades TK-3		-	-	-	-	-	-	
815				Grades 4-6		-	-	-	-	-	-	
816				Grades 7-8		-	-	-	-	-	-	
817				Grades 9-12		-	-	-	-	-	-	
818				PRIOR YEAR ADA		-	-	-	-	-	-	
819	PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
820	THREE PRIOR YEAR AVERAGE (net of charter shift)											
821				Grades TK-3		-	-	-	-	-	-	
822				Grades 4-6		-	-	-	-	-	-	
823				Grades 7-8		-	-	-	-	-	-	
824				Grades 9-12		-	-	-	-	-	-	
825				3 PY AVERAGE ADA		-	-	-	-	-	-	
826	3 PRIOR YEAR NUMBER OF FTE						-	-	-	-	-	
827	CURRENT YEAR ADA (before charter shift)											
828	2028-29			Grades TK-3		-	-	-	-	-	-	-
829				Grades 4-6		-	-	-	-	-	-	-
830				Grades 7-8		-	-	-	-	-	-	-
831				Grades 9-12		-	-	-	-	-	-	-
832				CURRENT YEAR ADA		-	-	-	-	-	-	-
833	CURRENT YEAR NUMBER OF FTE						-	-	-	-	-	
834	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
835	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
836	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
837	NSS Allowance if Funded as NSS & on prior year											
838				NSS allowance level using PY			-	-	-	-	-	
839				NSS Allowance using PY			-	-	-	-	-	
840				NSS Add-on using PY			-	-	-	-	-	
841				Total NSS Allowance using PY			-	-	-	-	-	
842	NSS Allowance if Funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
843				NSS allowance level using 3 PY average			-	-	-	-	-	
844				NSS Allowance using 3 PY average			-	-	-	-	-	
845				NSS Add-on using 3 PY average			-	-	-	-	-	
846				Total NSS Allowance using 3 PY average			-	-	-	-	-	
847	NSS Allowance if Funded as NSS & on current year											
848				NSS allowance level using CY			-	-	-	-	-	
849				NSS Allowance using CY			-	-	-	-	-	
850				NSS Add-on using CY			-	-	-	-	-	
851				Total NSS Allowance using CY			-	-	-	-	-	
852				NSS allowance level >0?			NO	NO	NO	NO	NO	
853	NSS Allowance if Funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
854				NSS Funding			-	-	-	-	-	
855				NSS ADA	Grades TK-3		-	-	-	-	-	
856					Grades 4-6		-	-	-	-	-	
857					Grades 7-8		-	-	-	-	-	
858					Grades 9-12		-	-	-	-	-	
859					Total		-	-	-	-	-	
860				NSS allowance Level			-	-	-	-	-	
861												
862												
863												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (1149863) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
894	2026-27								2026-27			
895		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
896		Best funding option calculated is					LCFF	LCFF	LCFF	LCFF	LCFF	
897		Selected funding method					LCFF	LCFF	LCFF	LCFF	LCFF	
898		NSS Allowance										
899		Third Prior Year			2025-26							
900				NSS ADA								
901				Grades TK-3			-	-	-	-	-	-
902				Grades 4-6			-	-	-	-	-	-
903				Grades 7-8			-	-	-	-	-	-
904				Grades 9-12			-	-	-	-	-	-
905				P2 NSS ADA			-	-	-	-	-	-
906		Second Prior Year			2026-27							
907				NSS ADA								
908				Grades TK-3			-	-	-	-	-	-
909				Grades 4-6			-	-	-	-	-	-
910				Grades 7-8			-	-	-	-	-	-
911				Grades 9-12			-	-	-	-	-	-
912				P2 NSS ADA			-	-	-	-	-	-
913		Prior Year			2027-28							
914				NSS ADA								
915				Grades TK-3			-	-	-	-	-	-
916				Grades 4-6			-	-	-	-	-	-
917				Grades 7-8			-	-	-	-	-	-
918				Grades 9-12			-	-	-	-	-	-
919				P2 NSS ADA			-	-	-	-	-	-
920				NSS Allowances			-	-	-	-	-	-
921		Current Year			2028-29							
922				NSS ADA								
923				Grades TK-3			-	-	-	-	-	-
924				Grades 4-6			-	-	-	-	-	-
925				Grades 7-8			-	-	-	-	-	-
926				Grades 9-12			-	-	-	-	-	-
927				P2 NSS ADA			-	-	-	-	-	-
928				NSS Allowances			-	-	-	-	-	-
929		Funded		NSS allowances Level			-	-	-	-	-	
930				NSS ADA								
931				Grades TK-3			-	-	-	-	-	-
932				Grades 4-6			-	-	-	-	-	-
933				Grades 7-8			-	-	-	-	-	-
934				Grades 9-12			-	-	-	-	-	-
935				P2 NSS ADA			-	-	-	-	-	-
936				NSS Allowances			-	-	-	-	-	-
937		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
938								Base	Grade Span	Base	Grade Span	
939				Grades TK-3			-	11,392	1,185	-	-	-
940				Grades 4-6			-	11,565	-	-	-	-
941				Grades 7-8			-	11,907	-	-	-	-
942				Grades 9-12			-	13,800	358	-	-	-
943		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
944		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
945		Funding at 12-13 levels (deficited)										
946		NSS Allowances					-	-	-	-	-	-
947		NSS Add-on										
948		NSS Add-on per ADA					-	-	-	-	-	
949		Funded ADA					-	-	-	-	-	
950		NSS Add-on					-	-	-	-	-	-
951		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
952												
953												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (1140983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
924												
925	RATES		2019-20			12/13 LCFF rate + COLA for 19-20						
926	ADA		Level / # FTE		Allowance							
927	Elementary											
928	1 - 24		1		370,083	376,837						
929	25 - 48		2		744,246	757,671						
930	49 - 72		3		1,112,735	530,508						
931	73 - 96		4		1,480,996	707,543						
932	High School											
933	1 - 19		1		316,991	140,536						
934	1 - 19		2		453,885	287,073						
935	1 - 19		3		1,003,739	637,580						
936	20 - 38		4		1,210,670	781,114						
937	39 - 57		5		1,455,684	924,652						
938	58 - 71		6		1,681,595	1,068,186						
939	72 - 86		7		1,907,470	1,211,725						
940	87 - 100		8		2,133,431	1,355,260						
941	101 - 114		9		2,359,334	1,498,797						
942	115 - 129		10		2,585,267	1,642,332						
943	130 - 143		11		2,811,180	1,785,869						
944	144 - 171		12		3,037,135	1,929,406						
945	172 - 210		13		3,536,537	2,072,941						
946	211 - 248		14		4,293,185	2,216,477						
947	249 - 286		15		4,949,685	2,360,014						
948												
949	NSS Add-on per ADA				-	-						

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the larger amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2019-20	3.11%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,746	1,232	753	-
Grades 4-6	11,925	-	652	-
Grades 7-8	12,177	-	713	-
Grades 9-12	14,179	393	848	-

950	ADA & NSS FTE				2019-20				
951			DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, LEA, & CMS operated
952	Third PY ADA (net of charter shift)								
953	2016-17	Grades TK-3	-	-	-	-	-	-	
954		Grades 4-6	-	-	-	-	-	-	
955		Grades 7-8	-	-	-	-	-	-	
956		Grades 9-12	-	-	-	-	-	-	
957		Third PRIOR YEAR ADA	-	-	-	-	-	-	
958	Third PY NUMBER OF FTE			-	-	-	-	-	
959	Second PY ADA (net of charter shift)								
960	2017-18	Grades TK-3	-	-	-	-	-	-	
961		Grades 4-6	-	-	-	-	-	-	
962		Grades 7-8	-	-	-	-	-	-	
963		Grades 9-12	-	-	-	-	-	-	
964		Second PRIOR YEAR ADA	-	-	-	-	-	-	
965	Second PY NUMBER OF FTE			-	-	-	-	-	
966	PRIOR YEAR ADA (net of charter shift)								
967	2018-19	Grades TK-3	-	-	-	-	-	-	
968		Grades 4-6	-	-	-	-	-	-	
969		Grades 7-8	-	-	-	-	-	-	
970		Grades 9-12	-	-	-	-	-	-	
971		PRIOR YEAR ADA	-	-	-	-	-	-	
972	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
973	THREE PRIOR YEAR AVERAGE (net of charter shift)								
974		Grades TK-3	-	-	-	-	-	-	
975		Grades 4-6	-	-	-	-	-	-	
976		Grades 7-8	-	-	-	-	-	-	
977		Grades 9-12	-	-	-	-	-	-	
978		3 PY AVERAGE ADA	-	-	-	-	-	-	
979	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
980	CURRENT YEAR ADA (before charter shift)								
981	2019-20	Grades TK-3	-	-	-	-	-	-	-
982		Grades 4-6	-	-	-	-	-	-	-
983		Grades 7-8	-	-	-	-	-	-	-
984		Grades 9-12	-	-	-	-	-	-	-
985		CURRENT YEAR ADA	-	-	-	-	-	-	-
986	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
987	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
988	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
989	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
990	NSS Allowance if funded as NSS & on prior year											
991				NSS allowance level using PY			-	-	-	-	-	
992				NSS Allowance using PY			-	-	-	-	-	
993				NSS Add-on using PY			-	-	-	-	-	
994				Total NSS Allowance using PY			-	-	-	-	-	
995	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
996				NSS allowance level using 3 PY average			-	-	-	-	-	
997				NSS Allowance using 3 PY average			-	-	-	-	-	
998				NSS Add-on using 3 PY average			-	-	-	-	-	
999				Total NSS Allowance using 3 PY average			-	-	-	-	-	
1000	NSS Allowance if funded as NSS & on current year											
1001				NSS allowance level using CY			-	-	-	-	-	
1002				NSS Allowance using CY			-	-	-	-	-	
1003				NSS Add-on using CY			-	-	-	-	-	
1004				Total NSS Allowance using CY			-	-	-	-	-	
1005				NSS allowance level >0?			NO	NO	NO	NO	NO	
1006	NSS Allowance if funded as NSS o based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
1007				NSS Funding			-	-	-	-	-	
1008				NSS ADA	Grades TK-3		-	-	-	-	-	
1009					Grades 4-6		-	-	-	-	-	
1010					Grades 7-8		-	-	-	-	-	
1011					Grades 9-12		-	-	-	-	-	
1012					Total		-	-	-	-	-	
1013				NSS allowance Level			-	-	-	-	-	
1014												
1015												
1016												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (1149083) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
1017	2029-30							2029-30				
1018		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
1019		Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	
1020		Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	
1021		NSS Allowance										
1022		Third Prior Year			2025-27							
1023			NSS ADA									
1024				Grades TK-3			-	-	-	-	-	-
1025				Grades 4-6			-	-	-	-	-	-
1026				Grades 7-8			-	-	-	-	-	-
1027				Grades 9-12			-	-	-	-	-	-
1028				P2 NSS ADA			-	-	-	-	-	-
1029		Second Prior Year			2027-28							
1030			NSS ADA									
1031				Grades TK-3			-	-	-	-	-	-
1032				Grades 4-6			-	-	-	-	-	-
1033				Grades 7-8			-	-	-	-	-	-
1034				Grades 9-12			-	-	-	-	-	-
1035				P2 NSS ADA			-	-	-	-	-	-
1036		Prior Year			2028-29							
1037			NSS ADA									
1038				Grades TK-3			-	-	-	-	-	-
1039				Grades 4-6			-	-	-	-	-	-
1040				Grades 7-8			-	-	-	-	-	-
1041				Grades 9-12			-	-	-	-	-	-
1042				P2 NSS ADA			-	-	-	-	-	-
1043			NSS Allowance				-	-	-	-	-	-
1044		Current Year			2029-30							
1045			NSS ADA									
1046				Grades TK-3			-	-	-	-	-	-
1047				Grades 4-6			-	-	-	-	-	-
1048				Grades 7-8			-	-	-	-	-	-
1049				Grades 9-12			-	-	-	-	-	-
1050				P2 NSS ADA			-	-	-	-	-	-
1051			NSS Allowances				-	-	-	-	-	-
1052		Funded	NSS allowance Level				-	-	-	-	-	
1053			NSS ADA									
1054				Grades TK-3			-	-	-	-	-	-
1055				Grades 4-6			-	-	-	-	-	-
1056				Grades 7-8			-	-	-	-	-	-
1057				Grades 9-12			-	-	-	-	-	-
1058				P2 NSS ADA			-	-	-	-	-	-
1059			NSS Allowances				-	-	-	-	-	-
1060		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
1061								Base	Grade Span	Base	Grade Span	
1062				Grades TK-3			-	11,748	1,222	-	-	-
1063				Grades 4-6			-	11,925	-	-	-	-
1064				Grades 7-8			-	12,277	-	-	-	-
1065				Grades 9-12			-	14,218	370	-	-	-
1066		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
1067		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1068		Funding at 12-13 levels (deficited)										
1069		NSS Allowances					-	-	-	-	-	-
1070		NSS Add-on										
1071		NSS add-on per ADA					-	-	-	-	-	
1072		Funded ADA					-	-	-	-	-	
1073		NSS Add-on					-	-	-	-	-	-
1074		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-
1075												
1076												

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Golden Valley River [1149803] - Charter Renewal

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by the calculation.

RATES	2030-31		12/13 def. rate + COLA for BYA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	307,817	182,354
25 - 48	2	767,466	364,707
49 - 72	3	1,147,452	547,060
73 - 96	4	1,527,180	729,413
High School			
1 - 19	1	336,269	148,014
1 - 19	2	465,963	296,030
1 - 19	3	1,035,066	662,472
20 - 38	4	1,268,036	805,485
39 - 57	5	1,501,019	953,501
58 - 71	6	1,733,989	1,101,515
72 - 80	7	1,966,983	1,249,531
81 - 100	8	2,199,963	1,397,544
101 - 114	9	2,432,945	1,545,559
115 - 129	10	2,665,927	1,693,573
130 - 143	11	2,898,989	1,841,588
144 - 171	12	3,131,894	1,989,601
172 - 210	13	3,749,987	2,137,617
211 - 248	14	4,427,050	2,285,631
249 - 286	15	5,104,115	2,433,646
NSS Allowance per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42280). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2030-31	3.12%
Transition Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	12,112	1,263	780	-
Grades 4-6	12,297	-	718	-
Grades 7-8	12,668	-	739	-
Grades 9-12	14,673	381	879	-

ADA & NSS FTE — 2030-31

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS CEL & CEE operated
Third PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2030-31	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River (114983) - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
1140	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1141	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible	
1142	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
1143	NSS Allowance if funded as NSS & on prior year											
1144				NSS allowance level using PY			-	-	-	-	-	
1145				NSS Allowance using PY			-	-	-	-	-	
1146				NSS Add-on using PY			-	-	-	-	-	
1147				Total NSS Allowance using PY			-	-	-	-	-	
1148	NSS Allowance if funded as NSS & on 3 PY average						Eligible	Eligible	Eligible	Eligible	Eligible	
1149				NSS allowance level using 3 PY average			-	-	-	-	-	
1150				NSS Allowance using 3 PY average			-	-	-	-	-	
1151				NSS Add-on using 3 PY average			-	-	-	-	-	
1152				Total NSS Allowance using 3 PY average			-	-	-	-	-	
1153	NSS Allowance if funded as NSS & on current year											
1154				NSS allowance level using CY			-	-	-	-	-	
1155				NSS Allowance using CY			-	-	-	-	-	
1156				NSS Add-on using CY			-	-	-	-	-	
1157				Total NSS Allowance using CY			-	-	-	-	-	
1158				NSS allowance level >0?			NO	NO	NO	NO	NO	
1159	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
1160				NSS Funding			-	-	-	-	-	
1161				NSS ADA	Grades TK-3		-	-	-	-	-	
1162					Grades 4-6		-	-	-	-	-	
1163					Grades 7-8		-	-	-	-	-	
1164					Grades 9-12		-	-	-	-	-	
1165					Total		-	-	-	-	-	
1166				NSS allowance Level			-	-	-	-	-	
1167												
1168												
1169												

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	A	B	C	D	E	F	G	H	I	J	K	L
1	Golden Valley River [114983] - Charter Renewal											
2	NECESSARY SMALL SCHOOLS (NSS)											
3–5	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*											
1170	2018-19							2020-21				
1171		Funded P2 NSS ADA and NSS Allowances					NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
1172		Best funding option calculated is					LCFF	LCFF	LCFF	LCFF	LCFF	
1173		Selected funding method					LCFF	LCFF	LCFF	LCFF	LCFF	
1174		NSS Allowance										
1175		Third Prior Year			2017-18							
1176			NSS ADA									
1177				Grades TK-3			-	-	-	-	-	-
1178				Grades 4-6			-	-	-	-	-	-
1179				Grades 7-8			-	-	-	-	-	-
1180				Grades 9-12			-	-	-	-	-	-
1181				P2 NSS ADA			-	-	-	-	-	-
1182		Second Prior Year			2018-19							
1183			NSS ADA									
1184				Grades TK-3			-	-	-	-	-	-
1185				Grades 4-6			-	-	-	-	-	-
1186				Grades 7-8			-	-	-	-	-	-
1187				Grades 9-12			-	-	-	-	-	-
1188				P2 NSS ADA			-	-	-	-	-	-
1189		Prior Year			2019-20							
1190			NSS ADA									
1191				Grades TK-3			-	-	-	-	-	-
1192				Grades 4-6			-	-	-	-	-	-
1193				Grades 7-8			-	-	-	-	-	-
1194				Grades 9-12			-	-	-	-	-	-
1195				P2 NSS ADA			-	-	-	-	-	-
1196			NSS Allowances				-	-	-	-	-	-
1197		Current Year			2020-21							
1198			NSS ADA									
1199				Grades TK-3			-	-	-	-	-	-
1200				Grades 4-6			-	-	-	-	-	-
1201				Grades 7-8			-	-	-	-	-	-
1202				Grades 9-12			-	-	-	-	-	-
1203				P2 NSS ADA			-	-	-	-	-	-
1204			NSS Allowances				-	-	-	-	-	-
1205		Funded	NSS allowance Level				-	-	-	-	-	
1206			NSS ADA									
1207				Grades TK-3			-	-	-	-	-	-
1208				Grades 4-6			-	-	-	-	-	-
1209				Grades 7-8			-	-	-	-	-	-
1210				Grades 9-12			-	-	-	-	-	-
1211				P2 NSS ADA			-	-	-	-	-	-
1212			NSS Allowances				-	-	-	-	-	-
1213		Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total
1214								Base	Grade Span	Base	Grade Span	
1215				Grades TK-3			-	12,112	1,260	-	-	-
1216				Grades 4-6			-	12,297	-	-	-	-
1217				Grades 7-8			-	12,860	-	-	-	-
1218				Grades 9-12			-	14,673	383	-	-	-
1219		Total Exclusion: LCFF Adjusted Base Funding for NSS ADA					-			-	-	-
1220		Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
1221		Funding at 12-13 levels (deficited)										
1222		NSS Allowances					-	-	-	-	-	-
1223		NSS Add-on										
1224		NSS Add-on per ADA					-	-	-	-	-	
1225		Funded ADA					-	-	-	-	-	
1226		NSS add-on					-	-	-	-	-	-
1227		TOTAL Adjusted NSS Allowance (Deficited) for EPA										-

Golden Valley River (114983) - Charter Renewal

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2025-26

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

2025-26 LCFF Entitlement Factors for Golden Valley River (114983) - Charter Renewal

Usage Notes: The following chart is provided as informational and should be locally verified for accuracy. Minor rounding differences may exist due to additional rounding applied to each of the allocation categories. Based on CDE's LCFF Funding Factors chart.

Grade Span	Grades TK-3	Grades 4-6	Grades 7-8	Grades 9-12
2014-25 Base Grant per ADA	$10,033	$10,177	$10,478	$12,144
Statutory COLA - 2.30%	$231	$234	$241	
Additional LCFF Investment - 0.00%	$0	$0	$0	
2015-26 Base Grant per ADA	$10,296	$10,411	$10,719	$12,144
Grade Span Adjustment (GSA)	$1,067	-	-	$323
2015-26 Adjusted Base Grant per ADA	$11,323	$10,411	$10,719	$12,467
20% Supplemental Grant per ADA	$680	$625	$644	$748
65% Concentration Grant per ADA	$0	$0	$0	$0
TK Add-on per ADA (inclusive of statutory COLA)	$5,545	-	-	-

2025-26 LCFF Changes by Entitlement Components and Key Factors for Golden Valley River (114983) - Charter Renewal

Usage Notes:

The following chart is provided for informational purposes and should be locally verified for accuracy. It has been designed in detail for internal use and should be summarized before being communicated externally.

Minor rounding differences may exist due to additional rounding applied to each of the allocation categories.

The table reflects a detailed breakdown of LCFF changes by entitlement components and key factors (e.g., ADA, LPP, COLA and augmentations). These calculations occur prior to the determination of additional state aid.

This table is a component of the total LCFF entitlement calculation and does not factor in funding sources. Although the LCFF entitlement is changing, LEAs that receive additional state aid and/or community funded school districts may not receive actual additional funding.

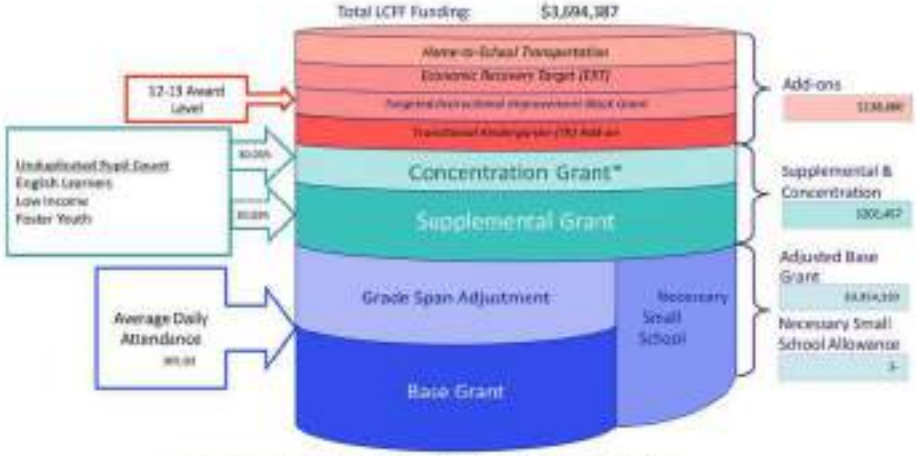
Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to LPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:		[illegible] ADA	-1.3600% LPP	[illegible]	$0	[illegible]		
		0.87%	-6.1200%	2.30%	0.00%	[illegible]		
Total Base, Supplemental and Concentration Grant	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades TK-3	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 4-6	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 7-8	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 9-12	-	-	-	-	-	-	-	-
Base Grants (excludes RSS funding)	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades TK-3	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 4-6	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 7-8	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 9-12	-	-		-	-	-	-	-
Grade Span Adjustment (excludes RSS funding)	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades TK-3	[illegible]	[illegible]		[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 9-12	-	-		-	-	-	-	-
Supplemental Grant	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades TK-3	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 4-6	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 7-8	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Grades 9-12	-	-	-	-	-	-	-	-
Concentration Grant	-	-	-	-	-	-	-	-
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-

Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to LPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:				2.30%	0.00%			
Miscellaneous Add-Ons								
Add-on: Targeted Instructional Improvement Block Grant	-			-		-	-	-
Add-on: Home-to-School Transportation	-			-		-	-	-
Add-on: Small School District Bus Replacement Program	-			-		-	-	-
Add-on: Economic Recovery Target	-			-		-	-	-
Add-on: Transitional Kindergarten	[illegible]	[illegible]		[illegible]		[illegible]	[illegible]	[illegible]

Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to LCFF Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:			0.00 ADA	2.30%	0.00%			
Necessary Small Schools (NSS) Add-on	-	-	-	-	-	-	-	-
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
NSS 1 X NSS #1	-	-	-	-	-	-	-	-
NSS 2 X NSS #2	-	-	-	-	-	-	-	-
NSS 3 X NSS #3	-	-	-	-	-	-	-	-
NSS 4 X NSS #4	-	-	-	-	-	-	-	-
NSS 5 X NSS #5	-	-	-	-	-	-	-	-
NSS Add-On per ADA	-	-	-	-	-	-	-	-
NSS 1 X NSS #1	-	-	-	-		-	-	-
NSS 2 X NSS #2	-	-	-	-		-	-	-
NSS 3 X NSS #3	-	-	-	-		-	-	-
NSS 4 X NSS #4	-	-	-	-		-	-	-
NSS 5 X NSS #5	-	-	-	-		-	-	-

Components of LCFF Entitlement

		2025-26			
Base Grant	$	[illegible]		[illegible] ADA	
Grade Span Adjustment	$	[illegible]		$ [illegible]	Adjusted Base Grant
Supplemental Grant	$	[illegible]	[illegible]		
Concentration Grant	$	-	[illegible]	$ [illegible]	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-			
Add-on: Home-to-School Transportation	$	-			
Add-on: Small School District Bus Replacement Program	$	-		$ [illegible]	Add-ons
Add-on: Economic Recovery Target	$	-			
Add-on: Transitional Kindergarten	$	[illegible]			
Total	$	[illegible]		$ [illegible]	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)

2025-26

	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% LPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	a	b	c	d = (a+b)*c*.2	e	f = (d*(1-e)+e*d*.65)	g	h = f*g
*Grades TK-3	$ 10,350	$ 1,067	20.00%	$ 1,764.60	50.83%	$ 1,000.26	181.76	$ 179,744
Grades 4-6	$ 10,421	$ -	20.00%	$ 1,082.20	50.83%	$ 615.75	81.70	$ 51,286
Grades 7-8	$ 10,759	$ -	20.00%	$ 1,143.40	50.83%	$ 652.75	41.36	$ 30,027
*Grades 9-12	$ 12,425	$ 323	20.00%	$ 1,549.20	50.83%	$ 765.52	-	$ -
*Base Grant + Grade Span								$ 261,057

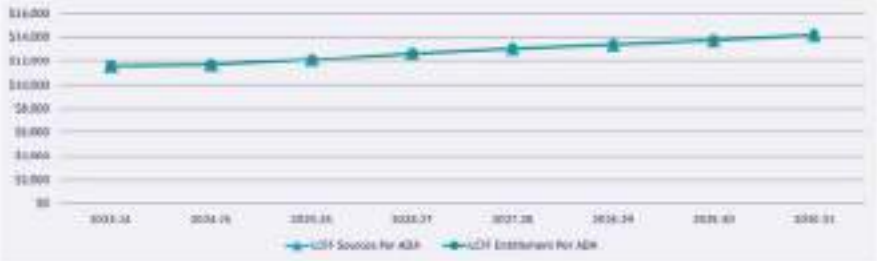
Concentration Grant Calculation-EC 42238.02 (f)

2025-26

	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% LPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant
	a	b	c	d = (a+b)*c*.2 (f)	e = (LPP - 55%)	f = d*(e/.45)	g	h = f*g
*Grades TK-3	$ 10,350	$ 1,067	65.00%	$ 1,511.38	0.00%	$ -	181.76	$ -
Grades 4-6	$ 10,421	$ -	65.00%	$ 1,045.22	0.00%	$ -	81.70	$ -
Grades 7-8	$ 10,759	$ -	65.00%	$ 1,181.32	0.00%	$ -	41.36	$ -
*Grades 9-12	$ 12,425	$ 323	65.00%	$ 1,726.25	0.00%	$ -	-	$ -
*Base Grant + Grade Span								$ -

Funding Sources								
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
[illegible]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
[illegible]	$ -	$ -	$ -	$ -	$ ([illegible])	$ ([illegible])	$ ([illegible])	$ ([illegible])
[illegible]	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
[illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]
[illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]

LCFF Entitlement per ADA									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funded ADA (LCFF & NSI)	286.41	280.10	300.02	304.16	308.32	308.32	308.32	308.32
LCFF Sources per ADA, including NSI	$ 11,547.75	$ 11,668.85	$ 12,111.95	$ 11,640.97	$ 11,961.84	$ 12,197.40	$ 11,717.24	$ 14,169.24
Net Dollar Change per ADA		$ 121.11	$ 443.10	$ 529.02	$ 320.87	$ 235.56	$ 519.74	$ 452.10
Net Percent Change		1.05%	3.80%	4.37%	2.75%	1.97%	4.43%	3.19%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 11,547.75	$ 11,668.85	$ 12,111.95	$ 11,640.97	$ 11,961.84	$ 12,197.40	$ 11,717.24	$ 14,169.24
Net Change per ADA		$ 121.11	$ 443.10	$ 529.02	$ 320.87	$ 235.56	$ 519.74	$ 452.10
Net Percent Change		1.05%	3.80%	4.37%	2.75%	1.97%	4.43%	3.19%



Student Summary, excluding COE									
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	305	297	317	324	328	328	328	328
Unduplicated Pupil Count (UPC)	105	95	92	97	94	96	95	95
Average Daily Attendance (ADA)	286.41	280.10	300.02	304.16	308.32	308.32	308.32	308.32

for Community Funded or Basic Aid Districts Only

Basic Aid Break Even Analysis, per EC 42238.02(e)								
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
(a) Total LCFF Entitlement (excludes Add'l local State Aid)	$ 3,307,300	$ 3,276,760	$ 3,684,587	$ 3,649,105	$ 4,027,128	$ 4,130,667	$ 4,235,426	$ 4,368,051
(b) Local Revenue and In-Lieu of Property Taxes (set for School District)	979,028	984,758	993,994	948,599	980,828	1,011,136	1,042,580	1,042,580
(c) Categorical Minimum State Aid	97,798	97,798	97,798	97,798	97,798	97,798	97,798	97,798
(d) Depth of Basic Aid	**$ 2,334,574**	**$ 2,318,202**	**$ 2,640,605**	**$ 2,802,654**	**$ 2,948,614**	**$ 3,021,765**	**$ 3,095,048**	**$ 3,226,293**
(a) - (b) - (c)								
(e) Basic Aid Status								
If (d>0), Basic Aid. If (d≤0), Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
(f) Breakeven Local Revenue*								
(b) + (d)	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]

*Given all other assumptions

Appendix J: Student & Family Handbook

GOLDEN VALLEY
CHARTER SCHOOLS

Student & Parent Handbook

Parent/Student Handbook

2026-27 School Calendar

GOLDEN VALLEY CHARTER SCHOOLS

(Approved by the BOT 2026.03.11)

2026 to 2027

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					13

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						13

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						14

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						18

APRIL						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						22

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days of Note
August 18 – River Back to School Night
August 20 – Orchard Back to School Night
August 13 – First Day of School
October 19-23 – Conference Days (min)
March 16-18 – Conference Days (min)
May 28 – Last Day of School

Minimum Days
All Thursdays
October 19-23
December 18
March 16-19
May 28

Instructional Days: 175

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

GOLDEN VALLEY
CHARTER SCHOOLS

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	8:00 am – 3:45 pm
Thursday	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

Web Site
Golden Valley Charter Schools Web Site: www.goldenvalleycharter.org

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Meal Program.....
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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, please visit our website.
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– 6th grade & 6/yr for 7th & 8th 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 <u>one month</u> 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 <u>all</u> 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 <u>3 weeks</u> 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.

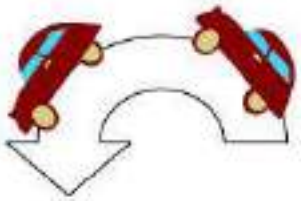
Questions/Concerns	First Contact	Second Contact	Third Contact
Academics	Teacher	Principal	Executive Director
Athletics	Coach	Athletic Coordinator	Principal
Before & After Care	Eagle's Nest Site Lead	Principal	Executive Director
Behavior	Teacher	Principal	Executive Director
Enrollment	Central Office Enrollment 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 & 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

Eagle's Nest provides an enrichment program inspired by Waldorf Education for your child.

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 pay the registration fee and monthly fee prior to starting to attend the after school program.

After-School Care
Students will be provided with a daily snack, have homework time and help, and structured physical activity/recreational games. 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.

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
916-322-2135

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.

GOLDEN VALLEY
CHARTER SCHOOLS

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.
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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.)
_____
_____
_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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, 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 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 grand and again in second, fifth, eighth, tenth or eleventh and first entry into the California public school system. The School may request a waiver fo 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 with 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 mya 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. 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	Evaluate student progress towards meeting grade level standards for ELA and	1-8	1-2 times per year

Assessment	Mathematics.		
Curriculum Embedded Assessments	Measure student progress and achievement, identify areas of need, and drive instruction.	TK-8	Ongoing
Multitude Reading Difficulties Screener	Screen students for risk of reading difficulties.	K-2	Annually
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
8th 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 and electronic devices 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 and electronic devices 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.
- 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.

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.

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

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
4th grade	5/15/15 - 5/14/16
5th grade	5/15/14- 5/14/15
6th grade	5/15/13 - 5/14/14
7th grade	5/15/12 - 5/14/13
8th grade	5/15/11 - 5/14/12
2027-2028 Birthdate Deadlines	
TK	9/2/22-9/1/23
K	9/2/21-9/1/22
1st grade	6/3/20- 9/1/21
2nd grade	5/15/19- 6/2/20
3rd grade	5/15/18 – 5/14/19
4th grade	5/15/17- 5/14/18
5th grade	5/15/16 - 5/14/17
6th grade	5/15/15 - 5/14/16
7th grade	5/15/14- 5/14/15
8th grade	5/15/13 - 5/14/14

3rd grade	5/15/17- 5/14/18
4th grade	5/15/16 - 5/14/17
5th grade	5/15/15 - 5/14/16
6th grade	5/15/14- 5/14/15
7th grade	5/15/13 - 5/14/14
8th grade	5/15/12 - 5/14/13
2028-2029 Birthdate Deadlines	
TK	9/2/23-9/1/24
K	9/2/22-9/1/23
1st grade	9/2/21-9/1/22
2nd grade	6/3/20- 9/1/21
3rd grade	5/15/19- 6/2/20
4th grade	5/15/18 – 5/14/19
5th grade	5/15/17- 5/14/18
6th grade	5/15/16 - 5/14/17
7th grade	5/15/15 - 5/14/16
8th grade	5/15/14- 5/14/15

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
    - 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 ¾ 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 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 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 fo 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 know 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:

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[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.

- 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 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 administrators 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 Web page 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 immediate 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

Golden Valley River
Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigation and Disposition of Complaints

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 polices 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 orintentionally 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 it 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 allege 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.

2026-2027 Annual Notices to Students and Families

Golden Valley Charter Schools ("GVCS") provides this annual notice to parents, guardians, students, and eligible students at the beginning of the school year. "Parent" includes a parent or legal guardian unless a law provides otherwise. An "eligible student" is generally a student who is 18 years of age or who attends a postsecondary institution.

Receipt of this notice acknowledges that the family has been informed of applicable rights and responsibilities. Acknowledgment of receipt does not, by itself, grant or withhold consent for any particular program or activity. GVCS may provide additional notice and obtain consent or allow an opt-out when required for a specific activity.

General references: Cal. Educ. Code §§ 48980–48986; 34 C.F.R. parts 98 and 99.

Equal Educational Opportunity, Nondiscrimination, and Uniform Complaints

GVCS does not discriminate on the basis of actual or perceived race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical information, sex, sexual orientation, gender, gender identity, gender expression, genetic information, military or veteran status, homelessness, foster status, or association with a person or group with one or more of these characteristics, to the extent protected by law.

Discrimination, harassment, intimidation, and bullying are prohibited in educational programs and activities. Complaints that fall within California's Uniform Complaint Procedures ("UCP"), including certain allegations of unlawful discrimination, harassment, intimidation, bullying, pupil fees, instructional materials, and other designated subjects, may be filed under GVCS's UCP. A copy of the UCP and complaint form is available from the school office and on the GVCS website.

California law also prohibits the approval or use of instructional materials, curricula, professional development materials, or professional development services that subject students to unlawful discrimination, including antisemitism. When GVCS knows or reasonably should know of a violation, it must investigate and take appropriate corrective action under the UCP. If GVCS does not issue an investigation report within the required UCP timeline, a complainant may have a right to appeal directly to the State Superintendent of Public Instruction.

Legal references: Cal. Educ. Code §§ 200–220, 234.1, 244, 262.3, 48980(o); 5 C.C.R. §§ 4600–4670; Title VI, Title IX, Section 504, ADA.

Title IX and Sexual Harassment

GVCS prohibits sex discrimination, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, and discrimination based on pregnancy or related conditions, in its education programs and activities. Students and families may report concerns to any employee or directly to the GVCS Title IX Coordinator. Retaliation is prohibited.

GVCS's student sexual harassment policy, Title IX grievance procedures, and the Title IX Coordinator's contact information are included elsewhere in the handbook and available on the GVCS website. Reports may also be made to the U.S. Department of Education, Office for Civil Rights.

Legal references: 20 U.S.C. §§ 1681–1688; 34 C.F.R. part 106; Cal. Educ. Code §§ 220, 221.5, 231.5, 48980(f).

Immigration Status, Religious Beliefs, and Family Preparedness

Every child has the right to a free public education regardless of immigration status, citizenship status, or religious beliefs. GVCS will not collect information regarding the citizenship or immigration status of students or their family members unless required by law to administer a state or federal program.
GVCS will not release student information for immigration-enforcement purposes without parent or eligible-student consent unless disclosure is required by a valid judicial subpoena, judicial warrant, or court order. Families should keep emergency contacts current and are encouraged to identify secondary and additional contacts. Families may also consider a family safety plan and, when appropriate, a caregiver's authorization affidavit.
The California Attorney General's "Know Your Educational Rights" guide and school guidance are available through the Attorney General's website in multiple languages and are posted by GVCS as required by law.
Legal references: Cal. Educ. Code § 234.7; Cal. Fam. Code § 6552; AB 495 (2025).
California Attorney General: Know Your Educational Rights

Attendance, Excused Absences, and Make-Up Work

Regular attendance is essential. Parents and guardians are responsible for ensuring that children subject to compulsory education attend school, except when an absence is authorized by law. Families must report absences promptly and provide verification when requested under GVCS procedures.
A student may not have a grade reduced or lose academic credit for an absence excused under Education Code section 48205 when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period. The teacher will determine which assignments and tests are reasonably equivalent to, but not necessarily identical to, those missed.
Legal references: Cal. Educ. Code §§ 48200, 48205, 48980(i).

Full Text of California Education Code Section 48205

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.
(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For purposes of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
(9) For purposes of spending time with a member of the pupil's immediate family who is an active duty

member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.
(11) For purposes of participating in a cultural ceremony or event.
(12) (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
(14) Due to the pupil's participation in military entrance processing.
(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school pursuant to this section 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 for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.
(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.
(Amended by Stats. 2024, Ch. 967, Sec. 2.3. (AB 2499) Effective January 1, 2025.)

School Calendar, Minimum Days, and Staff Development Days

The annual GVCS calendar identifies scheduled minimum days, holidays, and pupil-free staff

development days. If GVCS schedules an additional minimum day or pupil-free staff development day after publication of the calendar, affected families will be notified as early as possible and no later than one month before the scheduled day, except when circumstances outside GVCS's control make that timeline impracticable.
Legal references: Cal. Educ. Code § 48980(c).

Enrollment, Residency, and Attendance Options

GVCS is a public charter school serving students through its charter admissions and enrollment procedures. Admission is open to California residents consistent with the school's charter, state charter-school law, and the school's adopted enrollment and lottery policies. When applications exceed available capacity, admission is determined through the public random drawing and legally authorized preferences described in the charter and enrollment policy.
Families experiencing homelessness, foster youth, migratory students, children of military families, and other students protected by law may have additional rights regarding immediate enrollment, records, transportation, educational stability, or residency documentation. Families should contact the school office for assistance. Enrollment at GVCS does not limit a family's right to seek enrollment or transfer options through the student's school district of residence where those laws apply.
Legal references: Cal. Educ. Code §§ 47605, 47605.6, 48204, 48204.3; 42 U.S.C. § 11432; 20 U.S.C. § 6301 et seq.

Student Records, FERPA, and California Pupil Records

Parents and eligible students have the right to inspect and review education records, request correction of records believed to be inaccurate or misleading, consent to most disclosures of personally identifiable information, and file a complaint concerning alleged violations of the Family Educational Rights and Privacy Act ("FERPA"). California law generally requires access to pupil records within five business days after a request.
GVCS may disclose education records without consent when an exception authorized by law applies, including disclosure to school officials with a legitimate educational interest, another school in which the student seeks or intends to enroll, authorized officials for audit or evaluation, appropriate persons in a health or safety emergency, and other circumstances permitted by FERPA and California law. A school official may include an employee, Board member, contractor, consultant, volunteer, or other party performing an institutional service or function when the conditions of law are satisfied.
Complaints under FERPA may be filed with the U.S. Department of Education's Student Privacy Policy Office. Requests to inspect records or amend records should be submitted in writing to the designated GVCS records custodian.
Legal references: 20 U.S.C. § 1232g; 34 C.F.R. part 99; Cal. Educ. Code §§ 49060–49079.7.

Directory Information and Opt-Out Rights

FERPA and California law allow GVCS to designate limited categories of information as "directory information," which may be disclosed without prior written consent unless a parent or eligible student timely opts out. GVCS's adopted pupil records policy identifies the specific categories designated as directory information, the purposes for which it may be released, and the annual opt-out deadline. Directory information may not be released regarding a student identified as experiencing homelessness unless written consent is provided, except that limited information may be disclosed, as authorized by GVCS policy, to facilitate a free eye examination by a nonprofit provider or a free oral health assessment hosted by the school, unless the parent or student with parental rights provides written notice declining the examination. GVCS does not designate immigration status, citizenship status, social security numbers, student identification numbers that permit access to records, or other information prohibited by law as directory information.

Legal references: 34 C.F.R. §§ 99.3, 99.37; Cal. Educ. Code §§ 49061, 49073, 49073.1.

Protection of Pupil Rights Amendment (PPRA)

PPRA gives parents and eligible students rights concerning certain surveys, analyses, evaluations, marketing activities, and nonemergency invasive physical examinations. Parents may inspect protected-information surveys created by third parties before administration and may inspect instructional material used in federally funded surveys. Prior written consent is required before a student is required to submit to a survey funded in whole or in part by the U.S. Department of Education that concerns one or more protected areas.

GVCS will provide direct notice and an opportunity to consent or opt out, as required, before administering covered surveys, collecting personal information for marketing or sale, or conducting covered nonemergency invasive physical examinations or screenings. These rights do not apply to ordinary academic tests or health screenings otherwise authorized by law.

Legal references: 20 U.S.C. § 1232h; 34 C.F.R. part 98.

Instructional Materials, Curriculum Review, and Opt-Out Rights

Parents and guardians may inspect instructional materials used as part of the educational curriculum, subject to reasonable procedures and protection of copyrighted materials. Questions or concerns should first be directed to the classroom teacher and then to the principal.

Parents may excuse a student from instruction that conflicts with the family's religious beliefs when the conditions of Education Code section 51240 are met. Separate notice, parent review opportunities, and opt-out rights apply to comprehensive sexual health education, HIV prevention education, and related surveys. GVCS will provide the legally required advance written notice before such instruction or activities.

A student may refrain from participation in a school project involving the harmful or destructive use of animals by providing written notice from a parent or guardian. When the statutory conditions are met, the student will be provided an alternative educational project.

Legal references: Cal. Educ. Code §§ 32255–32255.6, 49063, 51101, 51240, 51513, 51937–51939; Mahmoud v. Taylor, 606 U.S. 522 (2025).

Health Examinations, Immunizations, and Medical Services

Students must satisfy applicable immunization requirements unless a lawful exemption applies. GVCS may exclude a student from attendance when required by communicable-disease or immunization laws. Parents may submit a written statement annually withholding consent to a physical examination of their child; however, a student may be sent home when there is good reason to believe the student has a recognized contagious or infectious disease.

When a student must take prescribed medication during the school day, GVCS may assist only after receiving the written statements required by law from the authorized health care provider and parent or guardian. Students may carry and self-administer prescribed inhaled asthma medication, epinephrine delivery systems, or other medication when authorized by law and supported by required documentation. "Epinephrine delivery system" includes an approved delivery method such as an auto-injector or nasal spray.

GVCS maintains emergency epinephrine delivery systems and trained personnel as required by law. Emergency treatment does not replace the need for families to provide prescribed medication and an individualized health plan when appropriate.

Legal references: Cal. Educ. Code §§ 49403, 49414, 49423, 49451, 49452, 49472; Cal. Health & Safety Code §§ 120325–120380.

HPV Immunization Information for Students Entering or Advancing to Grade 6

California public policy recommends that students follow the California Department of Public Health's current immunization guidelines regarding full human papillomavirus ("HPV") immunization before admission or advancement to grade 8. HPV vaccination is routinely recommended beginning at ages 11–12 and may begin at age 9. Vaccination at these ages is recommended because it produces a strong immune response and provides protection before possible exposure to HPV. HPV vaccination helps prevent cancers and other diseases caused by HPV.

This is a recommendation and annual notice requirement; it is not currently a condition of admission to grade 6 or grade 8 under the cited statute. Families should consult their health care provider and current CDPH guidance.

Legal references: Cal. Educ. Code § 48980.4; Cal. Health & Safety Code § 120336; AB 144 (2025).

Vision, Hearing, Oral Health, and Dental or Eye Examinations

Students may receive vision, hearing, and other screenings as authorized by law. Parents may submit a written objection based on religious beliefs when permitted by statute. Families will be notified when a screening identifies a concern requiring follow-up.

California law requires an oral health assessment for students entering public school for the first time in kindergarten or first grade, subject to statutory waiver provisions. GVCS may host or coordinate free oral health or eye examinations. For a student experiencing homelessness, any required follow-up notice should be made through an alternative means of communication rather than regular mail when possible.

Legal references: Cal. Educ. Code §§ 49452.8, 49455, 49455.5; Cal. Educ. Code § 49073(c)(2).

Individual Instruction for Temporary Disability

A student with a temporary disability that makes attendance in regular day classes or an alternative education program impossible or inadvisable may be eligible for individual instruction at home or in a hospital or other residential health facility. A temporary disability does not include a disability for which a student is eligible for special education under federal or state law. Families should contact the principal promptly when a physician anticipates an extended absence.

Legal references: Cal. Educ. Code §§ 48206.3, 48207, 48208, 48980(b).

Special Education, Section 504, and Child Find

GVCS has an affirmative duty to identify, locate, and evaluate students who may have disabilities and may need special education and related services or accommodations under Section 504. Parents or school staff may make a written referral when they suspect a disability. Evaluations and services are provided in accordance with required procedural safeguards.

Parents of students with disabilities receive a separate notice of procedural safeguards under the Individuals with Disabilities Education Act ("IDEA") and, when applicable, Section 504. Questions may be directed to the Director of Special Education or the designated Section 504 Coordinator.

Legal references: 20 U.S.C. §§ 1400–1482; 34 C.F.R. part 300; 29 U.S.C. § 794; 34 C.F.R. part 104; Cal. Educ. Code §§ 56000–56865.

Military Families and Continuity of Special Education Services

Official military orders showing a transfer or pending transfer to a military installation in California may satisfy residency requirements as provided by law. GVCS will promptly coordinate with the parent or guardian and the prior school to obtain records and avoid delays in services for an eligible student with a disability transferring from another state.

For an eligible transfer student, GVCS will provide services comparable to those in the existing IEP while

consulting with the parent and either adopt the existing IEP or develop, adopt, and implement a new IEP within the legally required period. GVCS may use unofficial records provided by the parent while awaiting official records when permitted by law.
Legal references: Cal. Educ. Code §§ 48204.3, 56325(b); AB 1412 (2025); Interstate Compact on Educational Opportunity for Military Children.

Pregnant and Parenting Students

Pregnant and parenting students have the right to participate in educational programs and activities without discrimination. They are entitled to reasonable accommodations, including accommodations for lactation, medically necessary absences, and opportunities to make up missed work. A pregnant or parenting student may remain enrolled in the regular education program and may not be required to participate in a separate program because of pregnancy or parenting status.
Legal references: Cal. Educ. Code §§ 221.51, 222, 222.5, 46015; Title IX, 34 C.F.R. part 106.

Free School Meals and Nutrition Programs

California public schools provide access to nutritionally adequate meals in accordance with applicable state and federal requirements. GVCS will inform families of current meal service procedures, meal locations and times, special dietary accommodation procedures, and any information needed to establish eligibility for other benefits or funding. A student will not be denied a reimbursable meal because of unpaid meal charges.
Legal references: Cal. Educ. Code §§ 49501.5, 49510–49564.5; 42 U.S.C. §§ 1751 et seq., 1771 et seq.

Pesticide Products and Healthy Schools Act Notice

GVCS provides annual notice of pesticide products expected to be applied at school facilities during the year. The notice includes the active ingredient or ingredients in each product and the Internet address for the California Department of Pesticide Regulation's school pesticide information.
Parents and guardians may request advance notification of individual pesticide applications by registering with the school. Registered persons will generally receive notice at least 72 hours before an application, except in an emergency. Warning signs will be posted when required. The annual product list and registration process are provided elsewhere in the handbook or on the GVCS website.
Legal references: Cal. Educ. Code §§ 17608–17614, 48980.3; Cal. Food & Agric. Code §§ 13180–13188.

Synthetic Drugs, Fentanyl, and Counterfeit Pills

Synthetic drugs that are not prescribed by a licensed health care provider can be extremely dangerous. Fentanyl and other potent substances may be present in counterfeit pills made to resemble prescription medication. Even a single pill may contain a lethal amount. Social media and messaging platforms may be used to market or sell counterfeit pills and other illegal drugs.
Families are encouraged to discuss these risks with students, secure medications, and seek immediate emergency assistance for a suspected overdose. GVCS will provide and post required prevention information and may provide age-appropriate instruction and resources.
Legal references: Cal. Educ. Code § 48985.5.

Safe Storage of Firearms and Child Access Prevention Laws

California law requires firearms to be stored safely and imposes criminal liability in specified circumstances when a child is likely to gain access to a firearm or when a person negligently stores or leaves a firearm where a child can access it. Firearms should be unloaded and secured in a locked container or with an appropriate locking device, and ammunition should be stored separately.

GVCS provides the California Department of Education's current model safe-firearm-storage notice annually. The complete model notice, including current statutory language and penalties, is incorporated by reference and should be included or linked in the published handbook.
Legal references: Cal. Educ. Code §§ 48986, 49391, 49392; Cal. Penal Code §§ 25100–25225.
California Department of Education: Safe Firearm Storage

Students Experiencing Homelessness and Students in Foster Care

Students experiencing homelessness and students in foster care have rights to immediate enrollment, educational stability, participation in school activities, protection from segregation or stigma, and assistance from a designated liaison. Missing records, immunization documents, proof of residency, or other normally required records may not delay immediate enrollment when the law requires enrollment. Families or unaccompanied youth who lack a fixed, regular, and adequate nighttime residence should contact the GVCS homeless education liaison. Students in foster care and their educational rights holders may contact the designated foster youth liaison for assistance with school stability, records, partial credits when applicable, and coordination with child welfare agencies.
Legal references: 42 U.S.C. §§ 11431–11435; 20 U.S.C. § 6311; Cal. Educ. Code §§ 48850–48859, 49073(c).

Parent and Family Engagement; Right to Know

GVCS encourages meaningful parent and family participation in school programs, governance, student learning, and school improvement. Parents may review the school's parent and family engagement policy, school accountability information, and applicable plans and reports.
When required under Title I, parents may request information regarding the professional qualifications of their child's classroom teachers and paraprofessionals and will receive other notices required by the Every Student Succeeds Act. Families of English learners receive separate notices regarding identification, program placement, progress, and the right to decline or choose among available language instruction programs as provided by law.
Legal references: 20 U.S.C. §§ 6312, 6318; Cal. Educ. Code §§ 51100–51102, 52060–52077.

Student Identification Cards for Grades 7–8

If GVCS issues student identification cards to students in grades 7 or 8, the cards will include the crisis and suicide-prevention information required by California law, including the 988 Suicide & Crisis Lifeline and, beginning July 1, 2026, the required contact information for The Trevor Project's LGBTQ+ crisis services.
Legal references: Cal. Educ. Code § 215.5; AB 727 (2025).

Complaints and Requests for Assistance

Families are encouraged to resolve questions at the level closest to the concern. Classroom matters should generally begin with the teacher, followed by the principal. Matters involving student records, discrimination, Title IX, Section 504, special education, homelessness, foster youth, or other protected rights should be directed to the designated coordinator or administrator identified in the handbook. Nothing in this notice limits a person's right to use a formal complaint, appeal, due process, or agency complaint procedure available under state or federal law.

GOLDEN VALLEY
CHARTER SCHOOLS

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

Jennifer Hoover
Executive Director, Golden Valley Charter School

Appendix K: GVRS Local Control & Accountability Plan

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Valley River	Jennifer Hoover Executive Director	jhoover@goldenvalleycharter.org (916) 542-7481

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Golden Valley River is a directly funded public charter school serving students in grades K-8 in Orangevale, California. The school is located at 9601 Lake Natoma Drive and is authorized through San Juan Unified School District. Golden Valley River has been an active charter school since August 27, 2007, and serves students through a traditional, in-person instructional program.

Golden Valley River provides a public Waldorf-inspired educational program designed to support the development of the whole child. The school's instructional program emphasizes developmentally appropriate academics, the arts, music, movement, environmental and experiential learning, social-emotional growth, and meaningful relationships among students, staff, and families. This work is further guided by Golden Valley Charter Schools' 2022-2030 Strategic Plan, which identifies the shared mission of nurturing "a passion for learning through head, heart, and hands experiences" in order to prepare students to engage in a dynamic world. The Strategic Plan also affirms a vision of expanding access for children and families to a community of public Waldorf schools and identifies core values of curiosity, reverence, creating community, joyful service, empathy, and commitment.

The school's LCAP continues to organize its work around three broad goals: providing a developmentally appropriate education, maintaining an intentional culture of care, and strengthening a vibrant learning community. These goals align closely with the Strategic Plan's long-term priorities, including Vibrant Learning Community, Holistic Waldorf Education, Exemplary Sustainable Rhythms, Accessible Harmonious Environments, and Responsible Fiscal Stewardship. Together, these frameworks support the school's efforts to strengthen academic, social-emotional, operational, and community outcomes while remaining grounded in its public Waldorf-inspired mission.

During the 2026-27 LCAP year, Golden Valley River will continue to focus on improving student academic outcomes, strengthening inclusive practices, supporting safe and connected school culture, improving attendance, and ensuring that families are active partners

in the school community. These priorities reflect both the LCAP's attention to state and local data, educational partner feedback, and student group needs, as well as the Strategic Plan's emphasis on healthy learning opportunities for all, strong family engagement, sustainable school rhythms, accessible and nurturing learning environments, and responsible stewardship of public resources. The plan includes continued investment in academic supports, interventions, English learner services, enrichment opportunities, professional development, student supports, school climate improvement, and family engagement.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Golden Valley River reviewed the 2025 California School Dashboard, local assessment data, attendance and behavior data, school climate survey results, educational partner feedback, a needs assessment completed by the LEA, and the Annual Update to evaluate progress toward the goals in the LCAP. This review showed that the school maintained important strengths in access to the instructional program, broad course of study, school safety, and family engagement, while also identifying continued needs in academic achievement, subgroup performance, school climate, chronic absenteeism, and suspension rates.

Golden Valley River maintained strong foundational conditions for learning. The school provided all students with access to standards-aligned instructional materials, implemented academic content standards, provided English learners with access to California standards including ELD standards, and maintained access to a broad course of study. The school also maintained facilities in good repair, maintained a 0% middle school dropout rate, and maintained a 0% expulsion rate. These results demonstrate that the school continues to provide the basic conditions necessary for student learning, safety, and participation in a comprehensive Waldorf-inspired educational program.

Academic performance showed areas of growth and areas requiring continued attention. In English language arts, all students improved from 16.9 points below standard at baseline to 7 points below standard in the Year 2 outcome. Several student groups also improved, including White students, Hispanic students, and students with disabilities. However, socioeconomically disadvantaged students declined from 26.5 points below standard to 40.3 points below standard, showing a need for more targeted literacy support for low-income students.

In mathematics, the school demonstrated stronger overall progress. All students improved from 71.5 points below standard at baseline to 59.4 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students improved from 81.4 points below standard to 66.2 points below standard, Hispanic students improved from 80.2 points below standard to 55.2 points below standard, students with two or more races improved from 37.8 points below standard to 21.7 points below standard, and students with disabilities improved from 150.8 points below standard to 122 points below standard. These results indicate that mathematics actions and supports contributed to improvement for several student groups, while also showing that overall mathematics performance remains below standard and will require continued attention.

Local assessment data also showed mixed results. FastBridge reading and mathematics results indicate a need for continued academic monitoring, intervention, and instructional alignment. The school will continue to use local assessment data, CAASPP results, classroom assessments, and teacher input to identify students needing support and to refine intervention, differentiation, and progress-monitoring systems. Particular attention will be given to socioeconomically disadvantaged students, students with disabilities,

English learners, and students not yet meeting grade-level expectations.

Attendance and engagement showed meaningful improvement. Chronic absenteeism declined substantially across reported student groups. The all-student chronic absenteeism rate declined from 27.8% at baseline to 12.8% in the Year 2 outcome. Socioeconomically disadvantaged students declined from 33.6% to 21.7%, students with disabilities declined from 35.3% to 14.5%, Hispanic students declined from 34.8% to 13.8%, White students declined from 26.3% to 14.1%, and students with two or more races declined from 37.5% to 5.1%. These reductions reflect significant progress in student engagement and attendance. However, some student groups remain above the school's desired outcome of 10% or lower, so reducing chronic absenteeism will remain a priority.

The LEA's needs assessment confirmed that extended learning and attendance recovery are appropriate strategies to address identified student needs. Golden Valley River used Learning Recovery Emergency Block Grant funds to support after school programming and attendance recovery in response to needs identified through the LEA's review of Dashboard data, local assessment results, attendance data, school climate information, educational partner feedback, and other local indicators. The after school program was designed to provide additional academic support, enrichment, connection to school, and structured opportunities for students who may benefit from extended learning time beyond the regular instructional day. Attendance recovery activities were implemented to help reengage students, reduce learning loss associated with absences, and support improved student attendance and participation. These LREBG-funded efforts are aligned with the identified needs in academic achievement, chronic absenteeism, student engagement, and school climate, and they complement the LCAP actions focused on intervention, attendance supports, school connectedness, and responsive services for students with the greatest needs.

Suspension data also showed overall improvement. The all-student suspension rate decreased from 1.9% at baseline to 1.0% in the Year 2 outcome. Socioeconomically disadvantaged students decreased from 3.5% to 2.4%, students with disabilities decreased from 5.7% to 0%, Hispanic students decreased from 1.5% to 0%, and White students decreased from 2.3% to 1.0%. Students with two or more races increased from 0% to 2.5%, which will require monitoring and targeted support. Overall, the decrease in suspensions indicates progress in strengthening student supports, school climate, and behavioral practices.

School climate results were mixed. Student climate survey results improved, indicating that students reported a stronger sense of school climate and connection. However, staff and parent climate results declined. These results suggest that while students are experiencing improvement, the school needs to continue strengthening communication, leadership coherence, staff collaboration, shared expectations, and family partnership. Educational partner feedback also identified the importance of improving adult alignment, supporting staff, and deepening shared commitment to the school's mission, vision, and values.

Educational partner engagement confirmed many of the priorities identified through data. Families, faculty, staff, students, committees, the Finance Committee, and the Governing Board provided input through meetings, climate surveys, Coffee with the Principal, schoolwide meetings, committee meetings, Board and Finance Committee meetings, and the LCAP mid-year update. Feedback emphasized the importance of continuing a developmentally appropriate Waldorf-inspired program while strengthening academic intervention, communication, attendance supports, school climate, family engagement, and inclusive practices.

Based on the annual performance review and LEA needs assessment, Golden Valley River will continue its three-goal structure focused on a developmentally appropriate education, an intentional culture of care, and a vibrant learning community. The school will continue actions related to mathematics, English language arts, intervention, English learner supports, enrichment, professional development, inclusive practices, school climate, universal meals, responsive supports for unduplicated pupils, and family engagement. The school will also strengthen monitoring systems to ensure that actions and expenditures, including LREBG-funded after school programming and attendance recovery activities, are clearly connected to identified needs and improved outcomes for students.

In 2026-27, Golden Valley River will give particular attention to improving ELA outcomes for socioeconomically disadvantaged students, sustaining and accelerating mathematics growth, continuing to reduce chronic absenteeism, maintaining low suspension and expulsion rates, improving staff and family climate survey results, and ensuring that low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need receive targeted and effective support. The school will continue to monitor the effectiveness of after school programming, attendance recovery, academic intervention, and engagement supports through attendance data, local assessment results, participation data, stakeholder feedback, and progress toward LCAP metrics.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Golden Valley River does not have any schools identified for Comprehensive Support and Improvement for the 2026–27 LCAP year. Therefore, this section is not applicable.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable. Golden Valley River has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable. Golden Valley River has not been identified for Comprehensive Support and Improvement. The school will continue to monitor the effectiveness of its LCAP goals, actions, and services through Dashboard indicators, local assessment data, attendance data, suspension and expulsion data, school climate survey results, educational partner feedback, and annual review of implementation and expenditures.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
1. Students	Students were engaged through school climate surveys and ongoing schoolwide activities. The climate survey provided students with an opportunity to share their experiences related to school safety, belonging, relationships, engagement, and support. Student feedback was reviewed alongside academic, attendance, and behavior data to identify areas of strength and areas needing improvement.
2. Parents and Families	Parents and families were engaged through parent meetings, Coffee with the Principal, schoolwide meetings, committee meetings, climate surveys, and opportunities to provide input during the LCAP development and annual update process. These opportunities allowed families to share feedback on school climate, communication, academic supports, student engagement, attendance, enrichment, and family participation.
3. Faculty/Certificated Staff	Faculty were engaged through faculty meetings, staff climate surveys, schoolwide meetings, committee participation, and discussions connected to the LCAP mid-year update. Teachers provided feedback on academic outcomes, intervention needs, curriculum implementation, professional development, student supports, school climate, and the effectiveness of current LCAP actions.
4. Classified Staff	Classified staff were engaged through staff meetings, school climate survey opportunities, schoolwide meetings, and participation in discussions related to student support, campus operations, school climate,

	and implementation of LCAP actions. Their input helped identify operational and student-support needs connected to safety, engagement, communication, and schoolwide systems.
5. Leadership Team Members	School administration engaged educational partners through Coffee with the Principal, parent and faculty meetings, committee meetings, schoolwide meetings, climate survey review, and presentation of the LCAP mid-year update. Administration reviewed state and local data, gathered feedback from partner groups, and used the information to refine goals, actions, metrics, and resource allocations.
6. Unduplicated Pupil Educational Partners	Educational partners representing the needs of low-income students, English learners, and foster/homeless youth were engaged through parent meetings, staff meetings, schoolwide meetings, committee discussions, climate surveys, and review of academic, attendance, and engagement data. Feedback was used to identify barriers to learning, attendance, participation, and access to supports and enrichment.
7. Students with Disabilities / Special Education Educational Partners	Families and staff connected to students with disabilities were engaged through parent and staff feedback opportunities, committee meetings, schoolwide meetings, review of local and state data, and discussions about inclusive practices and student supports. Input focused on access to instruction, academic intervention, social-emotional support, behavior support, staffing, service coordination, and inclusive practices.
8. Finance Committee	The Finance Committee was engaged through public committee meetings focused on budget development, fiscal planning, expenditure review, and alignment of resources to LCAP goals and actions. Feedback from the Finance Committee informed resource allocation decisions and helped ensure that budgeted expenditures were connected to identified student needs and planned services.
9. Governing Board	The Governing Board was engaged through public Board meetings, review of the LCAP mid-year update, discussion of annual update data, and consideration of the proposed LCAP. Board members reviewed educational partner feedback, student outcome data, implementation information, and budget alignment before adoption.
10. Community Members / School Community	The broader school community was engaged through schoolwide meetings, community events, committee participation, Coffee with the Principal, surveys, and public meeting opportunities. These engagement structures allowed community members to provide feedback on school culture, communication, family participation, enrichment opportunities, and priorities for continued improvement.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Golden Valley River engaged educational partners throughout the LCAP development and annual update process using multiple opportunities for input, discussion, and review. Engagement activities included parent and faculty meetings, schoolwide meetings, Coffee with the Principal, committee meetings, Board meetings, Finance Committee meetings, staff meetings, climate surveys for students, staff, and families, and presentation and discussion of the LCAP mid-year update. These opportunities allowed the school to gather feedback from families, students, teachers, classified staff, administrators, advisory groups, and governance groups regarding student outcomes, school climate, attendance, academic progress, family engagement, and resource allocation.

The school used both formal and informal engagement methods. Formal structures included Board and Finance Committee meetings, schoolwide meetings, committee meetings, and the LCAP mid-year update, where educational partners reviewed data, discussed implementation of current actions, and considered priorities for the coming year. Informal and relationship-based opportunities, such as Coffee with the Principal and parent/faculty meetings, provided additional space for families and staff to share concerns, ask questions, and identify needs related to academics, communication, student support, school culture, and the overall school experience.

Climate survey results from students, staff, and families were also reviewed as part of the engagement process. Survey data provided feedback on perceptions of safety, belonging, communication, relationships, school climate, and support systems. These data helped the school identify strengths, including areas where students reported improvement in their school experience, as well as areas needing continued attention, including staff and family climate, communication, adult alignment, and shared implementation of schoolwide expectations.

Educational partner feedback highlighted the importance of continuing a developmentally appropriate, Waldorf-inspired educational program while strengthening academic supports, intervention, and progress monitoring. Families and staff expressed support for maintaining a broad course of study, enrichment opportunities, specialty programming, and access to arts, movement, music, and experiential learning. At the same time, feedback and student outcome data indicated a need for continued focus on English language arts, mathematics, academic intervention, English learner supports, and inclusive instructional practices.

Feedback also emphasized the importance of maintaining a safe, caring, and connected school environment. Educational partners identified the need to continue supporting students' social-emotional and behavioral needs through school climate work, restorative practices, the Renewal Room, positive behavior supports, and consistent adult practices. Climate survey data and meeting feedback indicated that the school should continue strengthening communication, leadership coherence, staff collaboration, and shared commitment to the school's mission, vision, and values.

Families and staff also identified attendance, engagement, and family partnership as continuing priorities. Input from meetings, committees, and the LCAP mid-year update reinforced the need for targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership. These themes were especially important in relation to chronic absenteeism, student engagement, and the school's efforts to support unduplicated pupils, students with disabilities, and students who need additional academic, behavioral, or social-emotional support.

This feedback directly influenced the 2026-27 LCAP. The school maintained its three-goal structure focused on a developmentally appropriate education, an intentional culture of care, and a vibrant learning community. Educational partner input supported the continuation of actions related to mathematics and English language arts instruction, intervention, English learner supports, enrichment opportunities, professional development, inclusive practices, class teachers, classroom materials, facility maintenance, the Renewal Room, school climate improvement, universal meals, responsive supports for student groups, and family and community engagement.

In response to educational partner feedback and outcome data, the LCAP continues to prioritize stronger implementation monitoring,

more consistent use of student data, targeted academic intervention, schoolwide culture-building, family engagement, and professional development. The plan also reflects the need to strengthen staff capacity through professional learning in areas such as Universal Design for Learning, Multi-Tiered System of Supports, differentiation, restorative practices, and social-emotional learning. Through these actions, Golden Valley River will continue to use educational partner feedback as part of its continuous improvement process and will monitor whether LCAP actions are improving outcomes for all students, particularly low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Developmentally Appropriate Education: All students will be provided access to a comprehensive public Waldorf-inspired curriculum that is rigorous, relevant, and engaging.	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned Teachers (Percentage of	89.3% of teachers are clear out of the 14.7 FTE teachers.	86.2% of teachers are clear out of the 14.5 FTE teachers.	93.6% of teachers are clear out of the 15 FTE teachers.	85% of teachers or higher will be clear	The percentage of clear teachers

	"Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report)				out of the FTE teachers.	increased 4.3% from the baseline.
2	Access to Instructional Materials (Percentage of students with access to standards aligned instructional materials-SARC)	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students have access to standards aligned instructional materials.	Maintained 100% of students have access to standards aligned instructional materials.
3	Implementation of Academic Content Standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation in all areas	Full Implementation in all areas.	Full Implementation in all areas.	Full Implementation in all areas	Maintained Full Implementation in all areas.
4	EL Access to CA Standards including ELD standards (Local Indicator Priority 2 Self-Reflection Tool)	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Maintained Full Implementation
5	Pupil Achievement on Statewide Assessments (ELA Academic Indicator: Distance from Standard (DFS))	All students 16.9 points below standard; socioeconomically disadvantaged students 26.5 points below standard; white students 16.5	All students 19 points below standard; socioeconomically disadvantaged students 41.2 points below standard; white students 26.3	All students 7 points below standard; socioeconomically disadvantaged students 40.3 points below standard; white students 8.1 points	Each student group listed will score at or above the following distance from standard: All students 10 points below standard; socioeconomically disadvantaged	All students group scores increased 9.9 points; socioeconomically disadvantaged students scores decreased 13.8 points; white students scores

		points below standard; hispanic students 20.6 below standard; students with disabilities 65.6 points below standard	points below standard; hispanic students 29.8 below standard; student with two or more races 10.4 points above standard; students with disabilities 65.9 points below standard.	below standard; Hispanic students 7.7 below standard; student with two or more races 9.3 points above standard; students with disabilities 58.4 points below standard.	students 20 points below standard; white students 13 points below standard; hispanic students 16 below standard; students with disabilities 60 points below standard.	increased 8.4 points; Hispanic students scores increased 12.9 points; students with disabilities scores increased 7.2 points.
6	Pupil Achievement on Statewide Assessments (Mathematics Academic Indicator: Distance from Standard (DFS))	All students 71.5 points below standard; socioeconomically disadvantaged students 81.4 points below standard; white students 68.2 points below standard; hispanic students 80.2 below standard; students with disabilities 150.8 points below standard.	All students 59.9 points below standard; socioeconomically disadvantaged students 88.6 points below standard; white students 61.9 points below standard; hispanic students 76.2 below standard; student with two or more races 37.8 points below standard; students with disabilities 122.7 points below standard.	All students 59.4 points below standard; socioeconomically disadvantaged students 66.2 points below standard; white students 67.6 points below standard; Hispanic students 55.2 below standard; student with two or more races 21.7 points below standard; students with disabilities 122 points below standard.	Each student group listed will score at or above the following distance from standard: All students 65 points below standard; socioeconomically disadvantaged students 76 points below standard; white students 63 points below standard; hispanic students 75 below standard; students with disabilities 145 points below standard.	All students group scores increased 12.1 points; socioeconomically disadvantaged students scores increased 15.2 points; white students scores increased 0.6 points; Hispanic students scores increased 25 points; students with disabilities scores increased 28.8 points.
7	Pupil Achievement on Statewide Assessments (CAST Percent Met/Exceeded)	27.17% students met or exceeded standard for science.	24.14% met or exceeded standard for science. Starting on the 2024 Dashboard, CAST scores are posted for schools	24.07% of students met or exceeded standards for science; 50.7 points on CA School Dashboard (an increase of 4.4	25% students met or exceeded standard for science.	The percentage of students that met or exceeded standards for science declined by 3.1% from baseline scores. Starting on

			(2024 for informational purposes only). The dashboard uses the distance from standard metric. For 2024 CAST scores GVRS performed as follows: All students 18.2 points below standard, hispanic students 17.7 points below standard, socioeconomically disadvantaged students 26.5 points below standard, and white 18.9 points below standard.	points),socioeconomically disadvantaged students 47.7 points (increase of 9.8 points), and white 50.1 points (an increase of 4.4 points). The Dashboard changed the metric for science from 2024 dashboard to the 2025 dashboard and no longer uses a DFS metric, but uses points.		the 2024 Dashboard, CAST scores are posted for schools. For 2025 CAST scores GVRS performed as follows: All students increased 4.4 points, socioeconomically disadvantaged students increased 9.8 points, and white students increased 4.4 points.
8	A broad course of study including courses described under EC Sections 51210 and 51220 as applicable (Local Indicator Priority 7 Self-Reflection Tool)	In 2022-23, all students had access to a broad course of study that included all subject areas.	All students had access to a broad course of study that included all subject areas.	All students had access to a broad course of study that included all subject areas.	All students will have access to a broad course of study that included all subject areas.	Maintained baseline of all students having access to a broad course of study that included all subject areas.
9	Other Pupil Outcomes (Fastbridge aReading percent of students at or above grade level)	61.5% of students at or above grade level on the Fastbridge aReading assessment.	57.2% of students in grade 3-8 are at or above grade level on the aReading assessment.	66.7% of students in grade 3-8 are at or above grade level on the aReading assessment.	63% of students at or above grade level on the Fastbridge aReading assessment.	The percentage of students in grade 3-8 are at or above grade level on the aReading

						assessment increased by 5.2%
10	Other Pupil Outcomes (Fastbridge AUTOreading percent of students at or above grade level)	55.8% of students at or above grade level on the Fastbridge AUTOreading assessment.	53.7% of students in grade 4-8 are at or above grade level on the AUTOread assessment.	59.3% of students in grade 4-8 are at or above grade level on the AUTOread assessment.	57% of students at or above grade level on the Fastbridge AUTOreading assessment.	The percent of students in grade 4-8 are at or above grade level on the AUTOread assessment declined by 3.5%.
11	Other Pupil Outcomes (Fastbridge aMath percent of students at or above grade level)	47.9% of students at or above grade level on the Fastbridge aMath assessment.	47.9% of students in grade 3-8 are at or above grade level on the aMath assessment.	51.9% of students in grade 3-8 are at or above grade level on the aMath assessment.	51% of students at or above grade level on the Fastbridge aMath assessment.	The percent of students in grade 3-8 are at or above grade level on the aMath assessment increased 4%.
12	Other Pupil Outcomes (Fastbridge CBM Math percent of students at or above grade level)	55.8% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	68.9% of students in grade 3-8 are at or above grade level on the Math Automaticity assessment.	54.6% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	57% of students at or above grade level on the Fastbridge CBM Math Automaticity assessment.	The percent of students in grade 3-8 are at or above grade level on the Math Automaticity assessment decreased by 1.2%.

Goal Analysis for 2026-27

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 was implemented substantially as planned. Golden Valley River continued to provide students with access to a comprehensive public Waldorf-inspired curriculum, including mathematics, English language arts, intervention, English learner supports, enrichment opportunities, professional development, specialty classes, supports and services for students with exceptional needs, class teachers, and classroom materials. The school also maintained key conditions for learning, including 100% access to standards-aligned instructional materials, full implementation of academic content standards, full implementation of English learner access to California standards including ELD standards, and access to a broad course of study.

Implementation differences were primarily related to staffing, program participation, and actual service costs. Specialty classes were implemented, but actual expenditures were lower than planned. Professional development was also lower than planned, reflecting lower-than-anticipated participation in some training activities. In contrast, enrichment opportunities, supports and services for students with exceptional needs, class teachers, central office system supports, and classroom materials exceeded planned expenditures. These differences did not prevent the school from implementing the planned actions, but they did affect the level and distribution of expenditures across the goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 had several material differences between budgeted and estimated actual expenditures. Math was budgeted at $9,619 and had estimated actual expenditures of $5,847.93. English Language Arts was budgeted at $9,619 and had estimated actual expenditures of $5,139.37. Intervention was budgeted at $109,619 and had estimated actual expenditures of $70,654.05. Professional Development was budgeted at $36,759 and had estimated actual expenditures of $15,717.81. Specialty Classes were budgeted at $242,855 and had estimated actual expenditures of $235,106.70. These variances reflect lower actual costs for some materials, staffing, and professional learning activities than originally projected.

Several Goal 1 actions exceeded their budgeted amounts. Enrichment Opportunities were budgeted at $117,402 and had estimated actual expenditures of $206,255.17. Central Office System Supports were budgeted at $328,023 and had estimated actual expenditures of $384,563.98. Supports and Services for Students with Exceptional Needs were budgeted at $320,272 and had estimated actual expenditures of $365,183.54. Class Teachers were budgeted at $958,109 and had estimated actual expenditures of $1,097,001.09. Classroom Materials were budgeted at $32,500 and had estimated actual expenditures of $39,691.26. These increases were associated with additional staffing costs, increased service needs, higher benefit costs, and additional classroom/program needs.

For Goal 1 contributing actions, the Contributing Actions Annual Update Table shows that the estimated actual level of increased or improved services was generally higher than planned for several major actions. Intervention decreased from 2.40% planned to 2.00% estimated actual. Academic Supports for EL Students remained essentially consistent at 1.48% planned and 1.48% estimated actual. Enrichment Opportunities increased from 3.85% planned to 6.77% estimated actual. Professional Development decreased from 1.00% planned to 0.52% estimated actual. Supports and Services for Students with Exceptional Needs increased from 5.25% planned to 6.72% estimated actual. Class Teachers increased from 31.44% planned to 36.00% estimated actual. Math, English Language Arts, and Title I Supports remained at 0.00% planned and 0.00% estimated actual because no LCFF contributing expenditures or percentage of improved services were reported for those actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 actions were partially effective in making progress toward the goal of providing all students with access to a comprehensive, rigorous, relevant, engaging, and developmentally appropriate Waldorf-inspired education. The school maintained important

foundational conditions for learning, including access to standards-aligned instructional materials, full implementation of academic content standards, full implementation of English learner access to standards including ELD standards, and access to a broad course of study. These results indicate that the school successfully maintained the core instructional conditions necessary to implement the educational program.

Academic outcomes showed growth in several areas, while also identifying continued needs. In English language arts, all students improved from 16.9 points below standard at baseline to 7 points below standard in the Year 2 outcome, a 9.9-point improvement. White students improved by 8.4 points, Hispanic students improved by 12.9 points, and students with disabilities improved by 7.2 points. However, socioeconomically disadvantaged students declined from 26.5 points below standard to 40.3 points below standard, showing that additional support is needed for this student group.

In mathematics, all students improved from 71.5 points below standard at baseline to 59.4 points below standard in the Year 2 outcome. Socioeconomically disadvantaged students improved from 81.4 points below standard to 66.2 points below standard, Hispanic students improved from 80.2 points below standard to 55.2 points below standard, students with two or more races improved from 37.8 points below standard to 21.7 points below standard, and students with disabilities improved from 150.8 points below standard to 122 points below standard. White students declined from 68.2 points below standard to 67.6 points below standard, which is a small decline relative to the baseline. Overall, mathematics data suggest that Goal 1 actions contributed to stronger progress in mathematics than in ELA for socioeconomically disadvantaged students.

Overall, Goal 1 actions were effective in maintaining access to the instructional program and supporting academic improvement in several student groups, particularly in mathematics. However, the ELA decline for socioeconomically disadvantaged students and continued performance gaps for students with disabilities indicate that the school should continue strengthening academic intervention, differentiated instruction, progress monitoring, and data-based instructional planning.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on implementation, expenditures, educational partner feedback, and student outcome data, Golden Valley River will continue Goal 1 with a stronger emphasis on instructional coherence, targeted academic intervention, and consistent monitoring of student progress. The school will continue to prioritize mathematics and English language arts instruction, intervention, English learner supports, enrichment opportunities, professional development, inclusive practices, class teachers, and classroom materials. Educational partner input and outcome data also support continued focus on stronger implementation monitoring, more consistent use of student data, targeted academic intervention, and professional development.

For the coming year, the school will strengthen staff capacity through professional learning in areas such as Multi-Tiered System of Supports, Universal Design for Learning, differentiation, restorative practices, and social-emotional learning. The school will also continue to monitor contributing actions and expenditures to ensure that resources are clearly connected to improved outcomes for low-income students, English learners, foster/homeless youth, students with disabilities, and other student groups demonstrating need.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Math	Support teachers in creating classrooms with rich-academic language, engaging tasks, and targeted assessment. Strategies and materials to incorporate real-world problem-solving situations, and equitable access to learning for all students.	$5,944.00	Yes
Action #2	English Language Arts	Support teachers in creating classrooms with rich academic language, engaging tasks, and targeted assessment in English Language Arts. Teachers will be supported to participate in meaningful professional learning around increasing rigor and depth of knowledge with literacy-related lessons and activities as well as how to adjust instruction to ensure the instruction and content is meeting the needs of all students. This includes materials.	$10,944.00	Yes
Action #3	Intervention	In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are	$15,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically grouped together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.		
Action #4	Academic Supports for EL Students	Provide support for implementation of English Language Development (ELD) and content standards to support teachers in meeting the needs of English Language Learners (ELs). This includes support staff to provide professional learning focused	$750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on data analysis, strategies for designated ELD instruction, and strategies for integrated ELD instruction.		
Action #5	Title I Supports	Provide support to school focused on meeting the needs of Title I students focused on academic and social emotional learning.	$0.00	Yes
Action #6	After School Program	Golden Valley River will implement after school academic support, enrichment, and attendance recovery opportunities to address needs identified through the LEA's needs assessment, including local assessment results, CAASPP data, chronic absenteeism data, student engagement data, school climate survey results, and educational partner feedback. This is an LREBG-supported action. Learning Recovery Emergency Block Grant funds will be used to support after school programming and attendance recovery activities that provide students with additional learning time, targeted academic support, enrichment, and structured opportunities to recover instructional time lost due to absences.	$200,821.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is intended to support students who are not yet meeting grade-level standards, students with inconsistent attendance, and student groups demonstrating need, including socioeconomically disadvantaged students, English learners, foster/homeless youth, students with disabilities, and other students identified through local data. The after school program will provide additional time for academic reinforcement, skill development, student engagement, and connection to school. Attendance recovery activities will support reengagement, help reduce the impact of missed instructional time, and promote improved attendance habits. Research supports the use of expanded learning time and well-designed after school programs as a strategy for improving student academic outcomes, engagement, and school connectedness when programs are intentionally aligned to student needs, include academic support and enrichment, and provide		

Action #	Title	Description	Total Funds	Contributing
		consistent adult support. Research on attendance interventions also supports early identification, family outreach, reengagement strategies, and structured opportunities to recover learning time as part of a comprehensive approach to reducing chronic absenteeism. Because the LEA's needs assessment identified ongoing needs in academic achievement, chronic absenteeism, and student engagement, this action is aligned to the demonstrated needs of students and is expected to contribute to improved academic performance, increased participation, and reduced absenteeism. The LEA will monitor the effectiveness of this LREBG action using the following metrics: CAASPP English language arts results, CAASPP mathematics results, FastBridge reading and mathematics assessment results, chronic absenteeism rate, student attendance rate, participation in after school programming, attendance recovery		

Action #	Title	Description	Total Funds	Contributing
		participation/completion data, school climate survey results, and progress for student groups, including socioeconomically disadvantaged students, English learners, foster/homeless youth, and students with disabilities. Amount of LREBG funds supporting this action: $100,821 This action is connected to the Annual Performance reflection because the LEA's review identified continued needs in academic achievement, subgroup performance, chronic absenteeism, school climate, and student engagement, while also noting that LREBG funds are being used for after school programming and attendance recovery based on the LEA's needs assessment.		
Action #7	Professional Development	Provide support and training to new and veteran teachers in a system of professional growth; trainings in Waldorf pedagogy; curriculum development and support.	$16,000.00	Yes
Action #8	Specialty Classes	Students will receive instruction related to arts, music, world languages, physical education,	$325,000.00	No

Action #	Title	Description	Total Funds	Contributing
		etc. to support the education of the whole child; and materials to support instruction in specialty classes.		
Action #9	Central Office System Supports for Continuous Improvement	Support to school from central office staff to support continuous improvement principles and practices with educational partners with a focus on increasing and improving services and supports for targeted student groups. This includes staff, professional learning, and supplies.	$276,975.00	No
Action #10	Supports and Services for Students with Exceptional Needs	Support for implementing inclusive practices for students with exceptional needs. This includes staff, professional development opportunities, and materials.	$428,285.00	Yes
Action #11	Class Teachers	Appropriately assigned and credentialed class teachers to provide instruction in grades TK-8.	$1,323,487.74	Yes
Action #12	Classroom Materials	All classroom materials will be provided for all students.	$70,000.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	Intentional Culture of Care: The school will promote the complete education, both academically and socially, to ensure the success and safety of all students.	Broad

State Priorities addressed by this goal.

1, 5, 6

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safe, Clean & Functional School Facility (SARC)	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Instances Where Facilities Do Not Meet The "Good Repair" Standard: 0	Maintained baseline level of no instances where facilities did not meet the "Good Repair" standard.
2	School Attendance Rate (Local: Aeries-SIS)	94.3%	94.2% (attendance months 1-10)	95.7% (attendance months 1-9)	>95%	The attendance rate increased 1.4% from baseline.
3	Middle School Dropout Rate (CALPADS)	0%	0%	0%	Maintain 0%	Maintained a dropout rate of 0%
4	Local School Climate Survey (ASSC School Climate Assessment Instrument)	Overall School Climate: 4.27 (staff); 4.18 (parents); 3.64 (students)	Overall School Climate: 3.54 (staff); 3.99 (parents); 3.78 (students)	Overall School Climate: 3.97 (staff); 4.11 (parents); 3.54 (students)	Overall: 4.27(staff); 4.18(parents); 3.85(students)	Staff school climate scores decreased by 0.3 points; parents scores decreased by 0.07 points; and student scores decreased 0.10.

Goal Analysis for 2026-27

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 was implemented substantially as planned. Golden Valley River continued to maintain a safe and clean facility, provide students with access to the Renewal Room for social-emotional learning and behavioral supports, implement school climate improvement efforts, and provide universal meals. The school maintained zero instances in which facilities did not meet the "good repair" standard and maintained a 0% middle school dropout rate.

The main implementation difference was related to the Renewal Room. The action was implemented, and students continued to have access to a physical space and staff support for social-emotional and behavioral needs; however, actual staffing, materials, and extra hours differed from the original plan. School Climate Improvement was implemented at a slightly lower cost than planned, while Facility and Universal Meals were implemented close to or at planned amounts.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 expenditures were generally close to planned amounts. Facility was budgeted at $345,222 and had estimated actual expenditures of $345,222. Renewal Room was budgeted at $50,000 and had estimated actual expenditures of $52,401.49. School Climate Improvement was budgeted at $2,000 and had estimated actual expenditures of $1,500. Universal Meals was budgeted at $170,000 and had estimated actual expenditures of $169,903.48.

For Goal 2 contributing actions, School Climate Improvement decreased from 0.07% planned to 0.05% estimated actual, reflecting the lower estimated actual LCFF contributing expenditure for that action.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 actions were moderately effective in supporting an intentional culture of care. The school maintained safe and functional facilities, as shown by zero instances in which facilities did not meet the "good repair" standard. The school also maintained a 0% middle school dropout rate and continued to provide universal meals and Renewal Room supports, which contributed to stable conditions for student safety, well-being, and access to learning.

Attendance improved from the baseline. The attendance rate increased from 94.3% at baseline to 95.7% in the Year 2 outcome, exceeding the target of greater than 95%. This indicates that the school's culture-of-care actions, combined with broader attendance

and engagement efforts, supported improved student participation in school.

Overall, Goal 2 actions helped maintain safe and supportive conditions, improved attendance, and supported student climate. Continued attention is needed to strengthen staff cohesion, parent communication, leadership coherence, and consistent implementation of restorative, behavior systems, and social-emotional supports.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflection on Goal 2 results, Golden Valley River will continue this goal with a stronger emphasis on leadership, communication, adult alignment, and consistent implementation of schoolwide culture-building practices. Climate survey data and meeting feedback indicated a need to strengthen communication, leadership coherence, staff collaboration, and shared commitment to the school's mission, vision, and values.

The school will continue facility maintenance, Renewal Room supports, school climate improvement, restorative practices, PBIS, social-emotional learning, and universal meals. For the coming year, implementation will focus on sustaining improved attendance and student climate while improving staff and family climate indicators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Facility	Students and staff will have a safe and clean school to support the instructional program.	$364,681.00	No
Action #2	Renewal Room	Students will have access to a physical space and staff to help with social-emotional learning and behavioral supports.	$45,000.00	No
Action #3	School Climate Improvement	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments by providing professional development to support the school with student engagement, alternative practices to suspensions (Restorative Practice, Positive Behavioral Interventions and Supports, and social-emotional learning).		
Action #4	Universal Meals	Students will have access to two meals each day at no cost each instructional day.	$140,000.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Vibrant Learning Community: The school will build relationships to connect students and families with programs and resources to help foster healthy learning opportunities for all students.	Broad

State Priorities addressed by this goal.

3, 6, 7

An explanation of why the LEA has developed this goal.

In an effort to align with the LEA's continuous improvement work the LEA in conjunction with educational partners in response to state and local Dashboard data areas, and are reflective of the shared interests across educational partner groups. The goal, metrics, and actions have been strategically groups together based on careful analysis of quantitative and qualitative data to identify underlying causes contributing to the Dashboard results. Analysis of data consisted of careful review of state and local data, educational partner voice, and research with a focus on increasing student outcomes, experiences, and access to opportunities. Performance will be measured using the multiple metrics under the Measuring and Reporting Results section of the goal. To achieve each goal, actions and expenditures will be implemented and updated on an annual basis and will reflect educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Promote parental participation in programs (Local Indicator Priority 3 Self-Reflection Tool)	Full Implementation in all areas	Full Implementation in all areas	Full Implementation in all areas	Full Implementation in all areas	Maintained Full Implementation in all areas from baseline.
2	Chronic Absenteeism Rate (CA School Dashboard)	All Students: 27.8% Socioeconomically Disadvantaged: 33.6% Students with Disabilities: 35.3% Hispanic: 34.8% White: 26.3% Two or More Races: 37.5%	All: 15.1% Socioeconomically Disadvantaged: 25.7% White: 16% Hispanic: 14.9% Two or more races: 10.7% Students with Disabilities: 22.6%	All: 12.8% SED: 21.7% White: 14.1% Hispanic: 13.8% Two or more races: 5.1% SWD: 14.5%	All: 10% SED: 15% White: 12% Hispanic: 10% Two or more races: 4% SWD: 12%	All: declined 15% Socioeconomically Disadvantaged: declined 11.9% White: declined 12.2% Hispanic: declined 21% Two or more races: declined 32.4% Students with Disabilities: declined 20.8%
3	Pupil Suspension Rates (CA School Dashboard)	All Students: 1.9% Socioeconomically Disadvantaged: 3.5% Students with Disabilities: 5.7% Hispanic: 1.5% White: 2.3% Two or More Races: 0%	All Students: 0.9% Socioeconomically Disadvantaged: 1.8% Students with Disabilities: 1.9% Hispanic: 1.5% White: 0.5% Two or More Races: 0%	All Students: 1% Socioeconomically Disadvantaged: 2.4% Students with Disabilities: 0% Hispanic: 0% White: 1% Two or More Races: 2.5%	Maintain 1% or lower	All Students: decreased 0.9% Socioeconomically Disadvantaged: decreased 1.1% Students with Disabilities: decreased 5.7% Hispanic: decreased 1.5% White: decreased 1.3% Two or More Races: increased 2.5%

4	Pupil Expulsion Rates (DataQuest Expulsion Rate)	0%	0%	0%	Maintain 0%	GVRS maintained an expulsion rate of 0% from the baseline year.

Goal Analysis for 2025-27

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 was implemented substantially as planned. Golden Valley River continued to provide responsive programs, curriculum, and instruction for students with exceptional needs; responsive programs, curriculum, and instruction for unduplicated pupils; and family and community engagement opportunities. The school also maintained full implementation of parent participation expectations under the Priority 3 local indicator.

There were no major programmatic differences in implementation. However, estimated actual expenditures exceeded planned amounts for each Goal 3 action, indicating that the actual cost of providing responsive supports and family/community engagement was higher than originally budgeted. These differences should continue to be monitored so that planned expenditures accurately reflect the level of service and support needed for students and families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 had material expenditure differences across all three actions. Accessible and Responsive Schools for Students with Exceptional Needs was budgeted at $51,661 and had estimated actual expenditures of $66,522.34. Accessible and Responsive Schools for Unduplicated Pupils was budgeted at $51,661 and had estimated actual expenditures of $66,522.34. Family and Community Engagement was budgeted at $16,391 and had estimated actual expenditures of $20,691.47.

For contributing actions, Goal 3 Action 2, Accessible and Responsive Schools for Unduplicated Pupils, had $51,661 in planned LCFF contributing expenditures and $66,522.34 in estimated actual LCFF contributing expenditures. Goal 3 Action 3, Family and Community Engagement, had $16,391 in planned LCFF contributing expenditures and $20,691.47 in estimated actual LCFF contributing expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 actions were effective in strengthening student engagement, family connection, and school-community partnership. The school maintained full implementation of parent participation expectations, indicating continued attention to family engagement and partnership. Educational partner feedback also emphasized attendance, engagement, family partnership, targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership.

Chronic absenteeism improved substantially. The all-student chronic absenteeism rate declined from 27.8% at baseline to 12.8% in the Year 2 outcome. Socioeconomically disadvantaged students declined from 33.6% to 21.7%, students with disabilities declined from 35.3% to 14.5%, Hispanic students declined from 34.8% to 13.8%, White students declined from 26.3% to 14.1%, and students with two or more races declined from 37.5% to 5.1%. Although some student groups remain above the final target, the data show meaningful progress in improving attendance and engagement.

Suspension outcomes also improved overall. The all-student suspension rate decreased from 1.9% at baseline to 1.0% in the Year 2 outcome. Socioeconomically disadvantaged students decreased from 3.5% to 2.4%, students with disabilities decreased from 5.7% to 0%, Hispanic students decreased from 1.5% to 0%, and White students decreased from 2.3% to 1.0%. Students with two or more races increased from 0% to 2.5%, which will require continued monitoring and targeted support. The school maintained a 0% expulsion rate.

Overall, Goal 3 actions were effective in improving chronic absenteeism, reducing suspensions for most reported student groups, maintaining a 0% expulsion rate, and sustaining family participation systems. Continued work is needed to further reduce chronic absenteeism for socioeconomically disadvantaged students and students with disabilities, monitor the suspension rate for students with two or more races, and connect family engagement and responsive supports to improved academic outcomes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Golden Valley River will continue Goal 3 with a focus on strengthening relationships among students, families, staff, and community partners. Families and staff identified attendance, engagement, and family partnership as continuing priorities, and input from meetings, committees, and the LCAP mid-year update reinforced the need for targeted outreach, improved communication with families, and continued opportunities for families to participate in school life and leadership.

For the coming year, the school will continue responsive supports for students with exceptional needs, responsive programs for unduplicated pupils, and family and community engagement actions. The school will strengthen monitoring of attendance, suspension, participation, family engagement, and academic data so that supports can be adjusted quickly and tied more directly to improved outcomes for unduplicated pupils and other student groups demonstrating need.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Accessible and Responsive Schools for Students with Exceptional Needs	Provide responsive programs, curriculum, and instruction to support the needs of students with exceptional needs.	$51,661.00	No
Action #2	Accessible and Responsive Schools for Unduplicated Pupils	Provide responsive programs, curriculum, and instruction to support unduplicated pupils (students identified and socioeconomically disadvantaged, foster/homeless youth, and English Language Learners).	$51,661.00	Yes
Action #3	Family and Community Engagement	Provide avenues where families are valued as active participants in building and fostering strong school and community relationships and connections. Provide information to families on how to support the efforts of the school at home. Build capacity with families to take leadership roles that address specific school needs.	$16,391.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$199,598.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.47%	0.00%	$0.00	5.41%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	Low-income students need increased access to rigorous mathematics instruction, academic language, real-world problem-solving, and targeted assessment practices. Current mathematics data show continued need, particularly for socioeconomically disadvantaged students, who performed 88.6 points below standard, compared with all students at 59.9 points below standard.	This action strengthens mathematics instruction through rich academic language, engaging tasks, targeted assessment, and real-world problem-solving. It is provided LEA-wide because low-income students are enrolled across grade levels and classrooms, and mathematics improvement requires consistent instructional practices across the school. The action is principally directed toward low-income students because it addresses the specific mathematics performance gap demonstrated by socioeconomically disadvantaged students, while also improving the quality of mathematics instruction available to all students.	CAASPP Mathematics Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aMath; FastBridge CBM Math Automaticity; classroom assessment data; progress-monitoring data; participation in targeted mathematics supports.

Goal 1 Action 2	Low-income students need improved access to rigorous literacy instruction, academic language development, and targeted assessment in English language arts. ELA data show that all students performed 19 points below standard, while socioeconomically disadvantaged students performed 41.2 points below standard, reflecting a larger performance gap for low-income students. Local reading data also show continued need, with FastBridge aReading and AUTOreading results below desired levels.	This action strengthens English language arts instruction through academic language development, engaging literacy tasks, targeted assessment, professional learning, and adjustment of instruction based on student need. It is provided LEA-wide because low-income students are enrolled throughout the school, and consistent literacy practices across classrooms are necessary to improve access to grade-level standards. The action is principally directed toward low-income students by improving teacher capacity to provide responsive literacy instruction, academic language support, and targeted assessment for students not yet meeting grade-level expectations.	CAASPP ELA Distance from Standard for all students and socioeconomically disadvantaged students; FastBridge aReading; FastBridge AUTOreading; classroom assessment data; progress-monitoring data; student participation in literacy supports.
Goal 1 Action 3	Low-income students, English learners, foster/homeless youth, and Title I-identified students need additional targeted academic support in literacy and mathematics. Dashboard and local assessment data show continued academic need, including socioeconomically disadvantaged students performing 41.2 points below standard in ELA and 88.6 points below standard in mathematics. The Annual Update also identifies the need for stronger monitoring and more targeted supports.	This action provides tiered academic intervention using student performance data to target instruction and monitor progress in literacy and mathematics. Title I students and unduplicated pupils will be prioritized for intervention services. The action is provided LEA-wide because students needing intervention are enrolled across grade levels and classrooms, and a schoolwide tiered intervention system allows the school to identify students early, provide flexible support, and monitor progress consistently. The action is principally directed toward unduplicated pupils because low-income students,	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge aReading; FastBridge AUTOreading; FastBridge aMath; FastBridge CBM Math Automaticity; intervention participation data; intervention progress-monitoring data; teacher referral and classroom assessment data.

		English learners, and foster/homeless youth are prioritized for intervention access, progress monitoring, research-based materials, technology, and instructional support.	
Goal 1 Action 5	Low-income students, English learners, foster/homeless youth, and students identified for Title I support need additional academic and social-emotional supports to access grade-level learning and participate successfully in the school program. Academic data show continued gaps for socioeconomically disadvantaged students in ELA and mathematics, and attendance data show that socioeconomically disadvantaged students continue to have a chronic absenteeism rate above the schoolwide target.	This action provides school support focused on the academic and social-emotional needs of Title I students and unduplicated pupils. It is provided LEA-wide because Title I and unduplicated students are enrolled across the school, and schoolwide systems are needed to identify needs, coordinate supports, and reduce barriers to learning. The action is principally directed toward low-income students, English learners, foster/homeless youth, and Title I students by focusing support systems on students who demonstrate academic, attendance, or social-emotional need.	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate for socioeconomically disadvantaged students and other unduplicated groups; attendance rate; school climate survey results; participation in Title I or targeted support services.
Goal 1 Action 6	Unduplicated pupils may have fewer opportunities to access enrichment, extended learning, physical activity, arts, and other learning opportunities outside the regular instructional day. The school also continues to address engagement and attendance needs, including a chronic absenteeism rate of 25.7% for socioeconomically disadvantaged students, above the target of 10% or less for all student groups.	This action provides after-school, intersession, and summer enrichment programs, with priority for unduplicated pupils. These programs extend learning beyond the instructional day and provide academic, physical, and artistic activities. The action is provided LEA-wide because enrichment opportunities contribute to a connected and inclusive school culture, and unduplicated pupils are served across grade levels. It is principally directed toward unduplicated pupils through	Enrichment participation by student group; chronic absenteeism rate by student group; attendance rate; school climate survey results; CAASPP ELA and Mathematics; FastBridge academic assessments; student and family feedback.

		prioritized access, outreach, and materials that reduce barriers to participation.	
Goal 1 Action 7	Unduplicated pupils may have fewer opportunities to access enrichment, extended learning, physical activity, arts, and other learning opportunities outside the regular instructional day. The school also continues to address engagement and attendance needs, including a chronic absenteeism rate of 25.7% for socioeconomically disadvantaged students, which remains above the school's target of 10% or less for all student groups.	This action provides after-school, intersession, and summer enrichment programs, with priority for unduplicated pupils. These programs extend learning beyond the instructional day and provide academic, physical, and artistic activities that support student engagement and connection to school. The action is provided LEA-wide because enrichment opportunities contribute to a connected and inclusive school culture, and unduplicated pupils are served across grade levels. It is principally directed toward low-income students, English learners, and foster/homeless youth through prioritized access, targeted outreach, and materials or supports that reduce barriers to participation.	After-school and enrichment participation by student group; chronic absenteeism rate by student group; attendance rate; school climate survey results; CAASPP ELA and Mathematics; FastBridge academic assessments; student and family feedback.
Goal 1 Action 10	Some unduplicated pupils also have exceptional learning needs and require inclusive practices, coordinated supports, and accessible instruction to fully participate in grade-level learning. Academic, attendance, and school climate data indicate a continued need to strengthen inclusive instructional practices and improve access for students who need additional academic, behavioral, or social-emotional support.	This action supports inclusive practices, staff training, coordinated supports, and instructional materials that improve access to learning. It is provided LEA-wide because inclusive practices require consistent adult capacity, shared instructional systems, and coordinated supports across classrooms and grade levels. The action is principally directed toward low-income students, English learners, and foster/homeless youth when they also require additional support to access instruction,	CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; chronic absenteeism rate; suspension rate; school climate survey results; progress-monitoring data; participation in inclusive supports; implementation evidence for UDL, MTSS, and inclusive practices.

		participate in the school program, and make progress academically, socially, and behaviorally. While students with exceptional needs are not an LCFF unduplicated pupil group by themselves, this action increases or improves services for unduplicated pupils by expanding inclusive practices and access supports for low-income students, English learners, and foster/homeless youth who need additional academic, behavioral, or social-emotional support.	
Goal 1 Action 11	Low-income students and other unduplicated pupils need stable, appropriately assigned, credentialed teachers who can provide consistent instruction, build strong relationships, use student data, and deliver differentiated support across grade levels. Academic data show persistent gaps for socioeconomically disadvantaged students in ELA and mathematics, and local assessment data show a need for continued instructional improvement in reading and math.	This action provides appropriately assigned and credentialed class teachers for grades TK-8. It is provided LEA-wide because unduplicated pupils are enrolled throughout the school and benefit from consistent, qualified classroom instruction across all grade levels. The action is principally directed toward low-income students, English learners, and foster/homeless youth through teacher use of data, targeted grouping, differentiated instruction, relationship-based classroom practices, family communication, and coordination with intervention and support staff. By strengthening the consistency and quality of classroom instruction across the school, the action is intended to improve academic access and outcomes for unduplicated pupils while also benefiting all students.	Teacher Assignment Monitoring Outcomes; CAASPP ELA and Mathematics Distance from Standard by student group; FastBridge academic assessments; classroom assessment data; progress-monitoring data; attendance rate; chronic absenteeism rate; school climate survey results.

Goal 2 Action 3	Low-income students, English learners, and foster/homeless youth need safe, connected, culturally responsive, and supportive learning environments that reduce barriers to attendance, engagement, and positive behavior. Chronic absenteeism remains above the schoolwide target for socioeconomically disadvantaged students, and suspension data show a need for continued attention to student groups whose suspension rates remain above the all-student rate.	This action provides schoolwide support for culturally responsive, psychologically safe, socially and emotionally supportive practices, including student engagement, restorative practices, PBIS, and social-emotional learning. It is provided LEA-wide because school climate improvement requires consistent adult practices, shared expectations, common systems, and coordinated implementation across the campus. The action is principally directed toward unduplicated pupils by addressing the school climate, attendance, engagement, and behavior conditions that can disproportionately affect students facing greater barriers to school participation.	Chronic absenteeism rate by student group; attendance rate; suspension rate by student group; school climate survey results for students, families, and staff; behavior referral data if available; participation in restorative, behavior, SEL, and student support services.
Goal 2 Action 4	Low-income students need consistent access to meals during the school day so that basic needs do not interfere with attendance, engagement, behavior, and learning. Providing meals at no cost reduces stigma and removes participation barriers for students and families who may otherwise experience food insecurity or difficulty accessing meals.	This action provides universal meals to all students at no cost. It is provided LEA-wide because a universal model reduces stigma, simplifies access, increases participation, and ensures that low-income students receive the service without being singled out. The action is principally directed toward low-income students by addressing a basic need that directly affects readiness to learn, attendance, engagement, and school connectedness. Although all students may access meals, the universal design is intended to improve outcomes for low-income students by ensuring reliable, dignified, and	Meal participation data; participation by low-income students where available; attendance rate; chronic absenteeism rate for socioeconomically disadvantaged students; school climate survey results; student engagement data; family feedback.

		barrier-free access to nutrition during the school day.	
Goal 3 Action 3	Families of low-income students may experience barriers to full participation in school programs, communication, leadership, and home-school partnership. Attendance, engagement, and academic data indicate a need for stronger family partnership and targeted outreach, particularly for students and families who may face barriers to consistent participation in school life. Educational partner feedback also emphasized attendance, engagement, communication, family partnership, and opportunities for families to participate in school life and leadership.	This action provides avenues for families to be valued as active participants in building strong school and community relationships. It includes communication, family engagement opportunities, family capacity-building, and opportunities for families to participate in leadership and school improvement efforts. It is provided LEA-wide because a strong family-school partnership benefits the broader school community, while targeted outreach and communication are principally directed toward low-income families and other families facing barriers to participation. The action is intended to improve outcomes for low-income students by strengthening home-school connection, increasing family understanding of available supports, and improving attendance, engagement, and access to services.	Priority 3 local indicator; family participation data; attendance rate; chronic absenteeism rate by student group; school climate survey results; family survey results; participation in advisory groups, school events, conferences, Coffee with the Principal, committee meetings, and family engagement opportunities.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	English learners have unique language acquisition needs and require access to both designated	This action is limited to English learners because the identified need is specific to English language	ELPAC progress; English learner reclassification rate; English learner access to California standards,

	and integrated English Language Development instruction in order to access grade-level academic content. The school identified the need to support implementation of ELD and content standards, strengthen teacher use of designated and integrated ELD strategies, and monitor English learner progress using student data.	development and access to academic content through language-supportive instruction. Golden Valley River will provide academic supports for English learners through staff support, professional learning, data analysis, designated ELD instruction, integrated ELD strategies, and implementation of ELD and content standards. These services are designed to increase English learners' access to grade-level instruction, improve academic language development, and support progress toward English language proficiency and reclassification.	including ELD standards; CAASPP ELA and mathematics outcomes for English learners where available; classroom assessment data; teacher implementation evidence; participation in designated and integrated ELD supports.
Goal 3 Action 2	Unduplicated pupils, including low-income students, English learners, and foster/homeless youth, need responsive programs, curriculum, instruction, and supports that address barriers to academic achievement, attendance, engagement, and full participation in the school program. Student outcome data show continued need for targeted support, including academic gaps for socioeconomically disadvantaged students and continued chronic absenteeism above the desired outcome for some student groups.	This action is limited to unduplicated pupils because it is specifically designed to increase and improve services for low-income students, English learners, and foster/homeless youth. Golden Valley River will provide responsive programs, curriculum, instruction, and supports based on student data and educational partner feedback. Services may include targeted outreach, academic and social-emotional supports, improved access to programs and materials, and coordination of services to reduce barriers to learning and participation. The action is designed to improve student engagement, attendance, academic progress, and access to the full school program for unduplicated pupils.	CAASPP ELA and mathematics outcomes for socioeconomically disadvantaged students, English learners where available, and other unduplicated pupil groups; FastBridge academic assessments; chronic absenteeism rate by student group; attendance rate; suspension rate by student group; school climate survey results; participation in targeted supports; progress-monitoring data; family engagement and outreach participation.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

For limited actions associated with a planned percentage of improved services, Golden Valley River calculated the contribution by estimating the proportion of staff time, services, materials, professional learning, and implementation activities that are specifically directed toward the identified unduplicated pupil group. The estimate is based on the intended scope of service, the student group served, the staff and program time allocated to the action, and the expected level of increased or improved service beyond the base program. The school will monitor implementation and effectiveness using the metrics listed for each action, including English learner progress, reclassification, CAASPP outcomes, FastBridge data, chronic absenteeism, suspension, attendance, school climate data, and participation in targeted supports.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable. Golden Valley River is not projecting additional 15 percent LCFF concentration grant add-on funding for the 2026-27 LCAP year. Therefore, no additional concentration grant add-on funding is available to increase the number of staff providing direct services to students at schools with an unduplicated pupil concentration above 55 percent.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 13.21	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 21.33	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$3,650,337.00	$199,598.00	5.47%	0.00%	5.47%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$3,013,106.74	$262,106.00	$0.00	$69,613.00	$3,344,825.74	$2,218,973.44	$1,125,852.30

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Math	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	2	English Language Arts	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	3	Intervention	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
1	4	Academic Supports for EL Students	EL	Yes	Limited	EL	All Schools	Ongoing
1	5	Title I Supports	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	6	After School Program	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	7	Professional Development	All	Yes	LEA-Wide	Low Income, Homeless and	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
						Foster Youth, EL		
1	8	Specialty Classes	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	9	Central Office System Supports for Continuous Improvement	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	10	Supports and Services for Students with Exceptional Needs	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	11	Class Teachers	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
1	12	Classroom Materials	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	1	Facility	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	2	Renewal Room	All	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	3	School Climate Improvement	All	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
2	4	Universal Meals	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	Students with Disabilities	No	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	Ongoing
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Unduplicated Pupils	Yes	Limited	Low Income	All Schools	Ongoing
3	3	Family and Community Engagement	All	Yes	LEA-Wide	Low Income	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$0.00	$5,944.00	$0.00	$0.00	$0.00	$5,944.00	$5,944.00	0.00%
1	2	$0.00	$10,944.00	$5,000.00	$0.00	$0.00	$5,944.00	$10,944.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	3	$0.00	$15,725.00	$0.00	$0.00	$0.00	$15,725.00	$15,725.00	0.00%
1	4	$750.00	$0.00	$750.00	$0.00	$0.00	$0.00	$750.00	0.00%
1	5	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
1	6	$150,000.00	$50,821.00	$100,000.00	$100,821.00	$0.00	$0.00	$200,821.00	0.00%
1	7	$0.00	$16,000.00	$16,000.00	$0.00	$0.00	$0.00	$16,000.00	0.00%
1	8	$293,223.38	$31,776.62	$325,000.00	$0.00	$0.00	$0.00	$325,000.00	0.00%
1	9	$0.00	$276,975.00	$276,975.00	$0.00	$0.00	$0.00	$276,975.00	0.00%
1	10	$308,190.32	$120,094.68	$225,000.00	$161,285.00	$0.00	$42,000.00	$428,285.00	0.00%
1	11	$1,323,487.7	$0.00	$1,323,487.7	$0.00	$0.00	$0.00	$1,323,487.7	0.00%
1	12	$0.00	$70,000.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	0.00%
2	1	$0.00	$364,681.00	$364,681.00	$0.00	$0.00	$0.00	$364,681.00	0.00%
2	2	$40,000.00	$5,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0.00%
2	3	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	0.00%
2	4	$0.00	$140,000.00	$140,000.00	$0.00	$0.00	$0.00	$140,000.00	0.00%
3	1	$51,661.00	$0.00	$51,661.00	$0.00	$0.00	$0.00	$51,661.00	0.00%
3	2	$51,661.00	$0.00	$51,661.00	$0.00	$0.00	$0.00	$51,661.00	0.00%
3	3	$0.00	$16,391.00	$16,391.00	$0.00	$0.00	$0.00	$16,391.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$3,650,337.00	$199,598.00	5.47%	0.00%	5.47%	$1,879,789.74	0.00%	51.50%

Totals by Type	Total LCFF Funds
Total:	$1,879,789.74
LEA-wide Total:	$2,960,695.74
Limited Total:	$52,411.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Math	Yes	LEA-Wide	Low Income	All Schools	$0.00	0.00%
1	2	English Language Arts	Yes	LEA-Wide	Low Income	All Schools	$5,000.00	0.00%
1	3	Intervention	Yes	LEA-Wide	Low Income	All Schools	$0.00	0.00%
1	4	Academic Supports for EL Students	Yes	Limited	EL	All Schools	$750.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Title I Supports	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$0.00	0.00%
1	6	After School Program	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$100,000.00	0.00%
1	7	Professional Development	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$16,000.00	0.00%
1	10	Supports and Services for Students with Exceptional Needs	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$225,000.00	0.00%
1	11	Class Teachers	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$1,323,487.74	0.00%
2	3	School Climate Improvement	Yes	LEA-Wide	Low Income, Homeless and Foster Youth, EL	All Schools	$1,500.00	0.00%
2	4	Universal Meals	Yes	LEA-Wide	Low Income	All Schools	$140,000.00	0.00%
3	2	Accessible and	Yes	Limited	Low Income	All Schools	$51,661.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Responsive Schools for Unduplicated Pupils						
3	3	Family and Community Engagement	Yes	LEA-Wide	Low Income	All Schools	$16,391.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$2,896,712.00	$3,193,141.91

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Math	Yes	$9,619.00	$5,847.93
1	2	English Language Arts	Yes	$9,619.00	$5,139.37
1	3	Intervention	Yes	$109,619.00	$70,654.05
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,217.89
1	5	Title I Supports	Yes	$0.00	$0.00
1	6	Enrichment Opportunities	Yes	$117,402.00	$206,255.17
1	7	Professional Development	Yes	$36,759.00	$15,717.81

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	8	Specialty Classes	No	$242,855.00	$235,106.70
1	9	Central Office System Supports for Continuous Improvement	No	$328,023.00	$384,563.98
1	10	Supports and Services for Students with Exceptional Needs	Yes	$320,272.00	$365,183.54
1	11	Class Teachers	Yes	$958,109.00	$1,097,001.09
1	12	Classroom Materials	No	$32,500.00	$39,691.26
2	1	Facility	No	$345,222.00	$345,222.00
2	2	Renewal Room	No	$50,000.00	$52,401.49
2	3	School Climate Improvement	Yes	$2,000.00	$1,500.00
2	4	Universal Meals	No	$170,000.00	$169,903.48
3	1	Accessible and Responsive Schools for Students with Exceptional Needs	No	$51,661.00	$66,522.34
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	$51,661.00	$66,522.34
3	3	Family and Community Engagement	Yes	$16,391.00	$20,691.47

2025-26 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$196,965.00	$1,454,182.00	$1,718,852.36	($264,670.36)	47.73%	56.40%	8.67%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Math	Yes	$0.00	$0.00	0.00%	0.00%
1	2	English Language Arts	Yes	$0.00	$0.00	0.00%	0.00%
1	3	Intervention	Yes	$73,019.00	$61,035.05	2.40%	2.00%
1	4	Academic Supports for EL Students	Yes	$45,000.00	$45,217.89	1.48%	1.48%
1	5	Title I Supports	Yes	$0.00	$0.00	0.00%	0.00%
1	6	Enrichment Opportunities	Yes	$117,402.00	$206,255.17	3.85%	6.77%
1	7	Professional Development	Yes	$30,600.00	$15,717.81	1.00%	0.52%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	10	Supports and Services for Students with Exceptional Needs	Yes	$160,000.00	$204,911.54	5.25%	6.72%
1	11	Class Teachers	Yes	$958,109.00	$1,097,001.09	31.44%	36.00%
2	3	School Climate Improvement	Yes	$2,000.00	$1,500.00	0.07%	0.05%
3	2	Accessible and Responsive Schools for Unduplicated Pupils	Yes	$51,661.00	$66,522.34	1.70%	2.18%
3	3	Family and Community Engagement	Yes	$16,391.00	$20,691.47	0.54%	0.68%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,047,100.00	$196,965.00	0.00%	6.46%	$1,718,852.36	56.40%	112.81%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest

of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the

ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023

Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools

with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage**: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on

the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to

collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Appendix L: Fiscal Policies & Procedures

GOLDEN VALLEY
CHARTER SCHOOLS

FISCAL POLICIES & PROCEDURES

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.

Title	*Individual*	*Spending Threshold*
HIGHEST LEVEL - WELLS FARGO	Executive Director	$15,000.00
CALCARD	Executive Director and Business Systems Coordinator	$5,000.00
CALCARD	Principals, SPED Director, HR Manager	$1,000.00
CALCARD	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)).

Finance Committee

The Board of Trustees appoints an 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 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.

Once a contract has been approved for a specified amount, the contract value and related expenditures will be tracked within the school's financial or contract management software maintained by the Business Manager or the contracted back-office business services provider. This tracking system will monitor cumulative spending against the approved contract amount to ensure that payments do not exceed the authorized contract limit. The Business Manager or back-office provider will periodically review contract balances and notify the Executive Director if expenditures approach the approved limit so that any necessary Board approval for additional amounts can be obtained prior to exceeding the authorized contract amount.

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. For reoccurring or routine travel, mileage paperwork can be submitted monthly.

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 all personnel positions and hires are authorized, financially justified, and consistent with the Board-approved annual personnel budget. 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 Golden Valley Charter Schools
B. Regular part-time employees will earn vacation time on a pro-rated basis based on personnel policy of Golden Valley Charter Schools.
C. Unused vacation time is based on personnel policy of Golden Valley Charter Schools.
D. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
E. 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.
F. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Human Resources Manager.
G. 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.
H. Vacation and sick leave are tracked in Paycom.
I. A General Journal entry is prepared at year-end to record the accrued vacation liability.

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, including hours worked for hourly employees and attendance and leave reporting for salaried employees, is reviewed and approved at the end of each pay 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.

Major Controls

A. Employee Authorization and System Access Control.
    1. All new hires are approved by Human Resources as part of the formal onboarding process before being added to Paycom.

    2. Upon employee termination, Human Resources ensures the employee is promptly removed from Paycom, including timecard entry and approval access, to prevent unauthorized payroll payments.

B. Segregation of Duties and Multi-Level Review
   1. Payroll processing includes multiple levels of review and approval to ensure that payroll payments are accurate, authorized, and supported by approved timecards.
   2. Payroll check registers are reviewed to confirm that all payroll disbursements correspond to approved employee time records.

Procedures

A. Timecard Approval and Validation
   1. Employees submit timecards through Paycom for each pay period.
   2. Timecards are reviewed and approved through three levels of validation:
      - The employee's direct supervisor reviews and approves hours worked.
      - The Payroll Assistant reviews approved timecards for accuracy and completeness.
      - The Human Resources Manager performs a final review and approval prior to payroll processing.

B. Payroll Processing and Reconciliation
   1. Both the Human Resources Manager and the Payroll Assistant processes payroll based on fully approved timecards.
   2. The payroll check register is reviewed by both the Human Resources Manager and the Payroll Assistant to verify that:
      - All payments are supported by approved timecards
      - Pay rates and hours align with employee authorization records
      - No terminated or unauthorized employees are included in payroll

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 fixed assets with an individual cost of $2,500 or more and an estimated useful life of more than one year, recording such assets at historical cost when acquired. Depreciation expense is recorded using the straight-line method over the asset's estimated useful life and begins when the asset is placed into service, meaning it is installed and ready for its intended use. Estimated useful lives are applied consistently by asset class (e.g., computers, office equipment, vehicles, leasehold improvements, and buildings). Assets with costs below the capitalization threshold are expensed as incurred. Software purchases, including one-time licenses and subscriptions, are expensed and not capitalized. Depreciation is recorded in accordance with generally accepted accounting principles and reviewed as part of the year-end financial close process.

COMPUTERS	3 YEARS
OFFICE EQUIPMENT	5 years
VEHICLES	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

A. Soon after traveling, but not exceeding one week, an employee who seeks reimbursement for authorized expenses completes a Travel Report detailing the expenses incurred and attaches original supporting documentation. Expense reimbursement requests are reviewed for completeness, accuracy, and authorization prior to payment. Reimbursement requests submitted after the required one-week timeframe are identified during the review process and monitored by the Business Systems Coordinator. Repeated or material late submissions are reported to the Executive Director for review.
B. All credit card purchases are supported by invoices to be reimbursed.
C. The employee's Travel Report and credit card purchases invoices are reviewed and approved by the Business Systems Coordinator.

CREDIT CARD LIMIT MANAGEMENT & MONITORING

Control Objective

To ensure that credit card spending limits are appropriate for operational needs, that temporary increases are properly controlled, and that limits are restored promptly to minimize financial risk.

Major Controls

A. Annual Review of Credit Card Limits
   The Business Systems Coordinator will conduct an annual review of all credit card accounts and cardholder limits. The review will evaluate whether each cardholder's spending limit remains appropriate based on job responsibilities, purchasing needs, and internal control considerations. Any recommended adjustments to credit limits will be reviewed with the Executive Director and implemented as approved.
B. Temporary Credit Limit Adjustments
   In certain circumstances, a temporary increase in a credit card limit may be approved to support specific operational needs, projects, or large purchases that exceed the cardholder's standard authorized limit. All temporary increases must be approved in advance by the Executive Director or designee and documented with the reason for the increase and the duration of the temporary limit.

Procedures

A. Requests for temporary increases in credit card limits must be submitted to the Business Systems Coordinator with documentation describing:

- The purpose of the increase
- The amount of the requested limit increase
- The time period for which the increased limit is required.

B. Upon approval, the Business Systems Coordinator will coordinate with the card issuer to implement the temporary credit limit adjustment.
C. The approved temporary increase must include a clearly defined expiration date or agreed-upon time span.
D. Within three (3) business days following the expiration of the approved temporary increase period**,** the Business Systems Coordinator will ensure that the card limit is returned to the previously approved standard limit.
E. Documentation of the temporary increase approval, the duration of the increase, and confirmation that the limit was restored will be retained as part of the school's financial records.

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 Finance Committee reviews the proposed annual operating and capital budgets and cash flow projection and provides recommendations to the Board of Trustees prior to final approval.
E. The Board of Trustees approves and adopts the final budgets and projection.
F. 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).

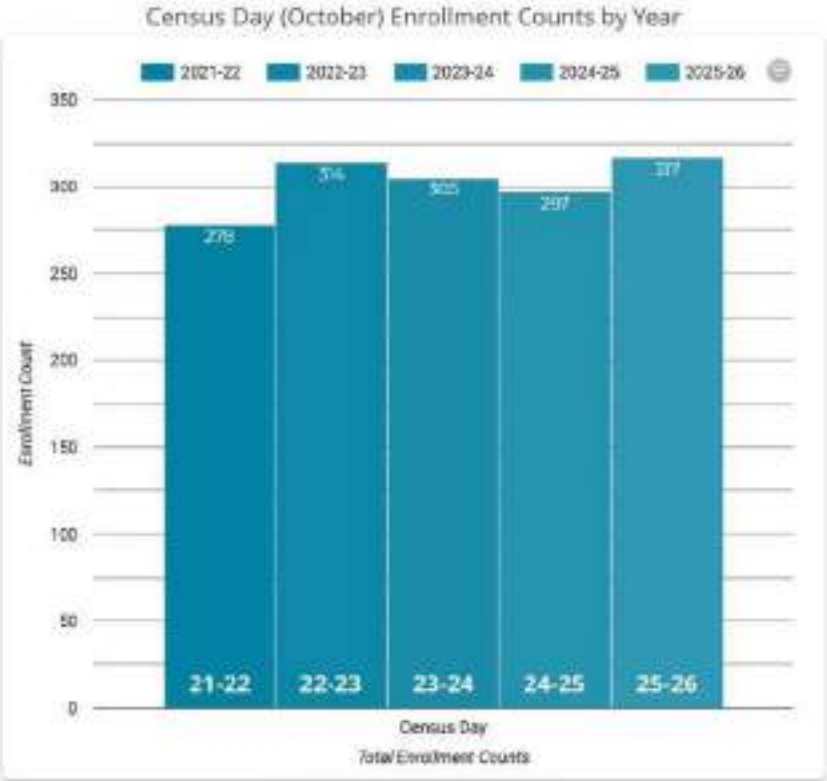
B. All payroll tax documents, and the supporting schedules are reviewed and approved by the back-office business services provider for accuracy and completeness.

Appendix M: Data Presentation Slides

Charter Renewal:
Golden Valley Charter Schools
Golden Valley River
parsec
education

parsec
education
Enrollment

Total Enrollment Over Time



Total Enrollment

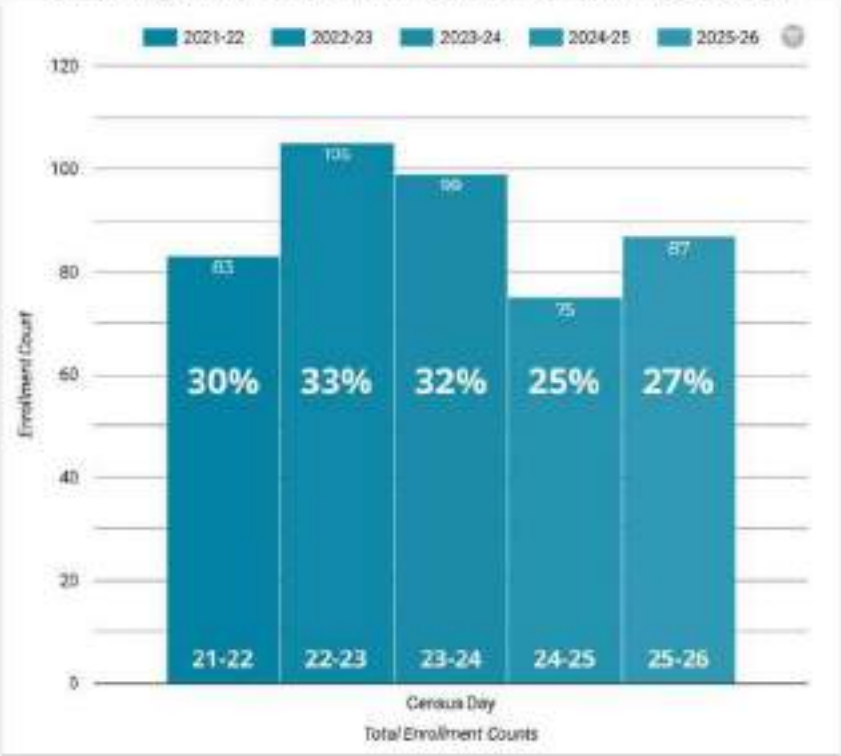
Key Data Points

Total enrollment has fluctuated slightly over the past five years, with the 2025-26 school year showing the **highest total enrollment on record** for Golden Valley River.

parsec

SED Student Enrollment Over Time

Census Day (October) SED Enrollment Counts & Percentages by Year



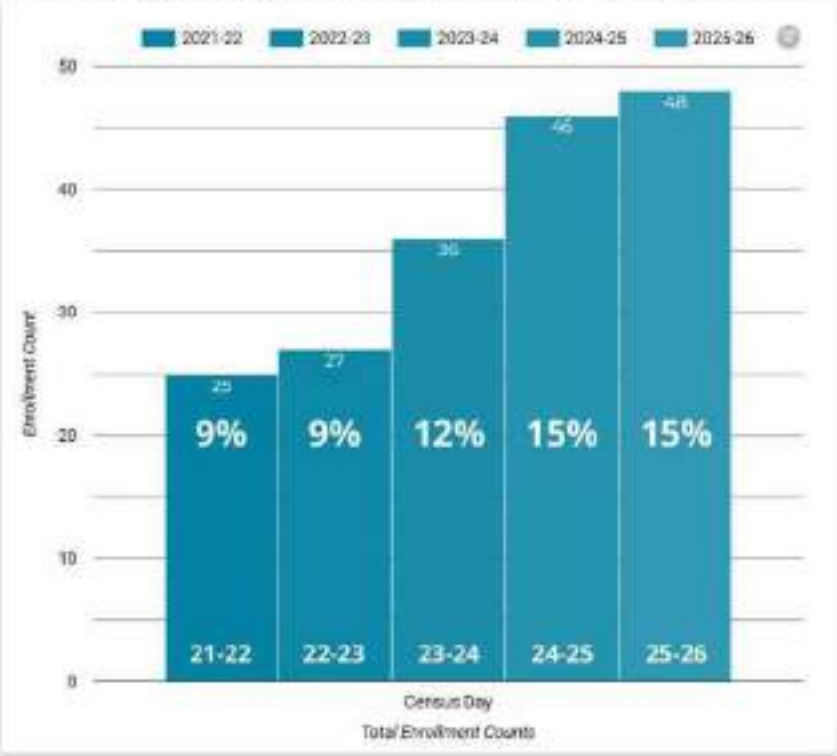
Key Data Points

The proportion of SED students has declined slightly at Golden Valley River. However, **there was a notable jump** between the 2024-25 and 2025-26 school years.

parsec

Students with Disabilities Enrollment Over Time

Census Day (October) SWD Enrollment Counts & Percentages by Year



Key Data Points

The **number and proportion of Students with Disabilities has increased significantly** over the past five years, **nearly doubling** from 2021-22 to 2025-26.

parsec

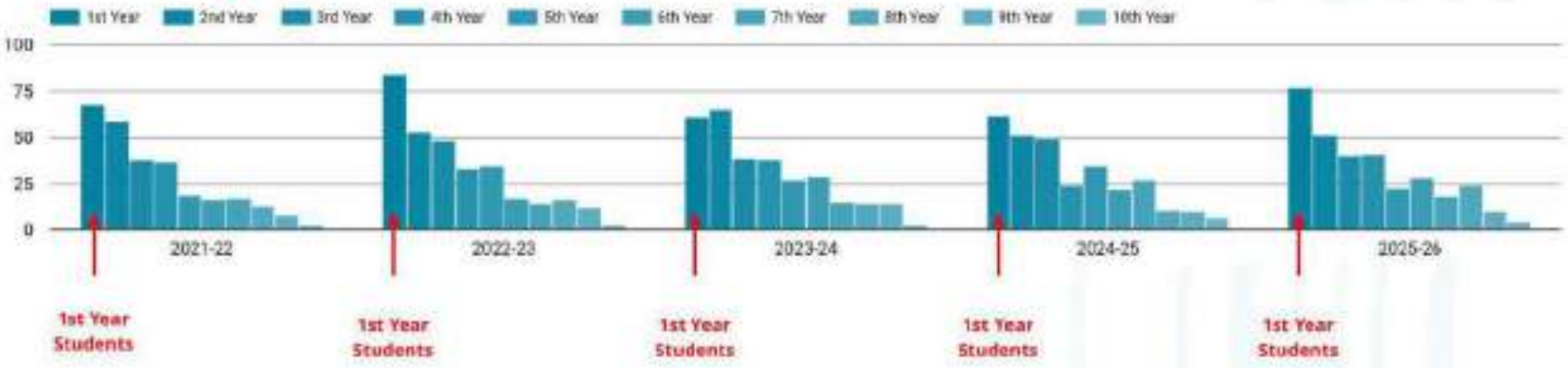
Student Group Enrollment Over Time

Key Data Points

- **Students with Disabilities have become a higher proportion of the student population** over the past five years.
- Aside from SWD, demographics have remained stable over time.

parsec education

Contiguous Enrollment



Key Data Points

- The proportion of 1st year students has fluctuated over time
- Cohorts of students who are *not in their first year of enrollment* outweigh the cohort of first year students. In other words, **most of the student population has been enrolled in Golden Valley River for more than one year.**

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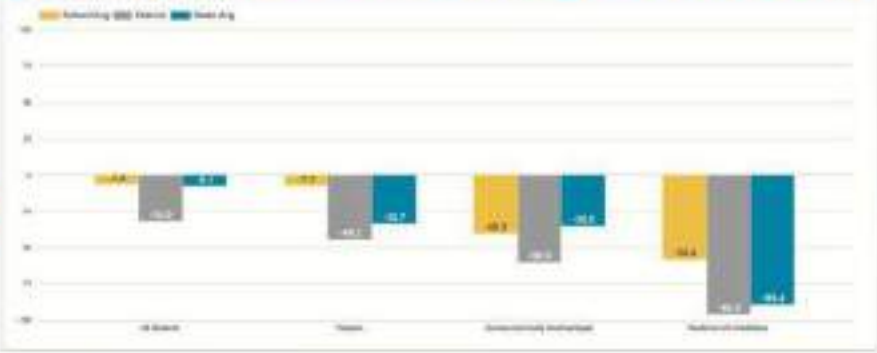
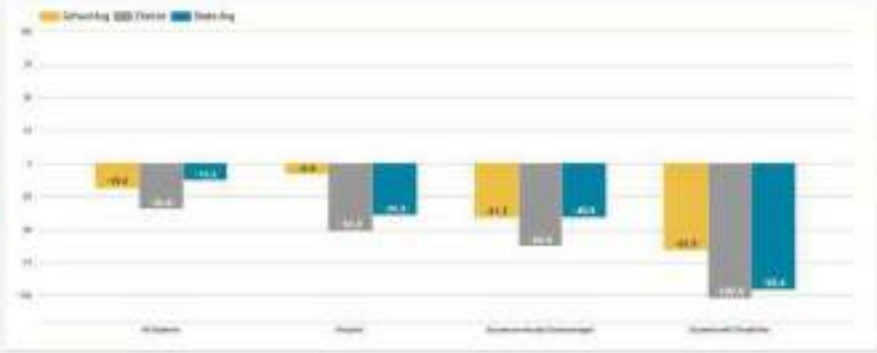
State Dashboard Indicators
parsec
education

ELA Comparisons - Priority Student Groups

2025



2024



Key Data Points

Golden Valley River **consistently matches or exceeds the performance of the district and state** in ELA not only at the "All Students" level, but for most student groups as well.

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ELA Comparisons - Priority Student Groups

2023

2022

Key Data Points

Golden Valley River **consistently matches or exceeds the performance of the district and state** in ELA not only at the "All Students" level, but for most student groups as well.

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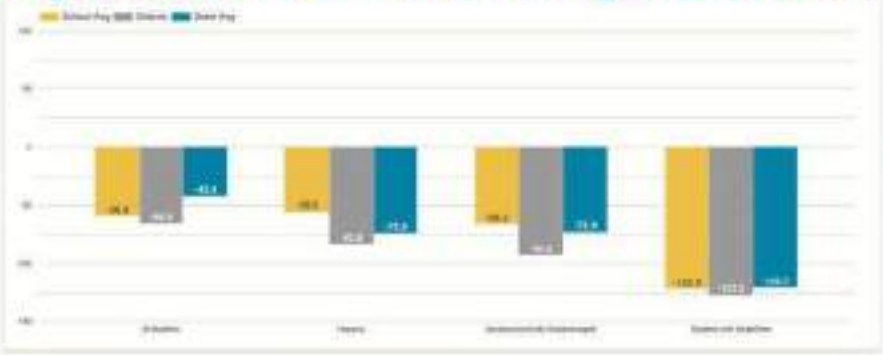
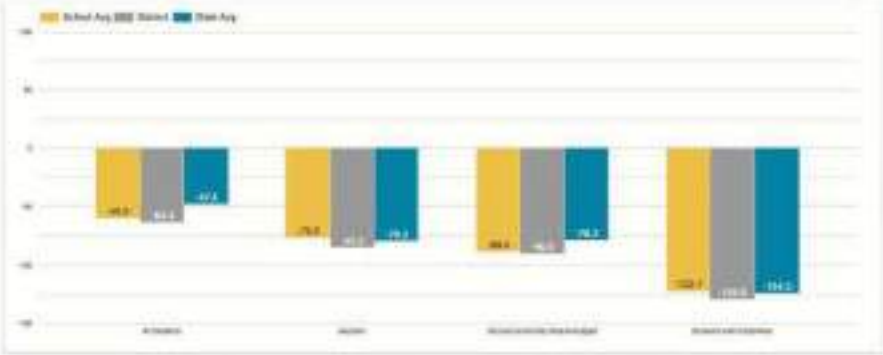
Math Comparisons - Priority Student Groups

2025



2024



Key Data Points

Beginning in 2024 and continuing in 2025, Golden Valley River **matches or exceeds the performance of the district** in Math not only at the "All Students" level, but for most student groups as well.

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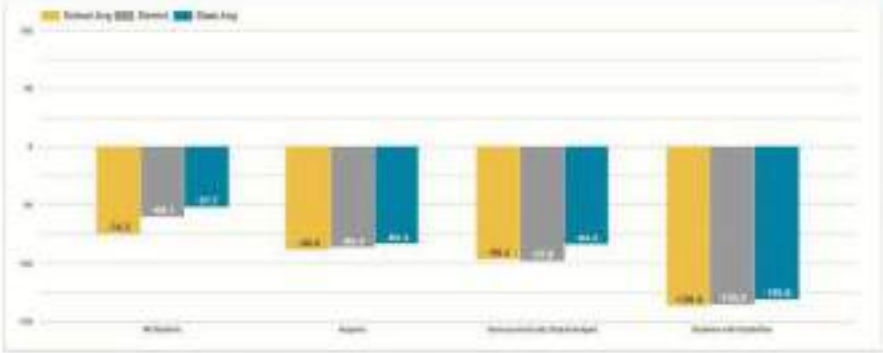
Math Comparisons - Priority Student Groups

2023

2022



Key Data Points

Beginning in 2024 and continuing in 2025, Golden Valley River **matches or exceeds the performance of the district** in Math not only at the "All Students" level, but for most student groups as well.

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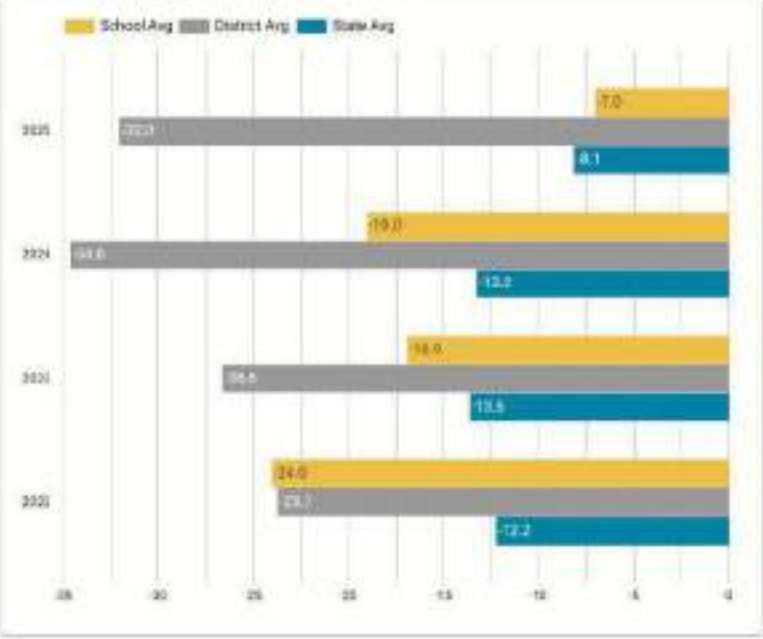
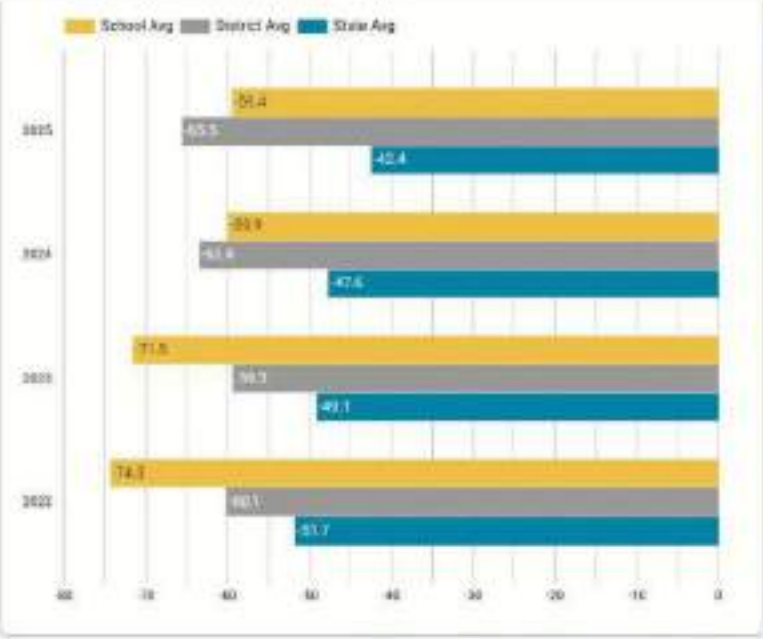
CAASPP Trends - All Students

ELA



Math



Over the past four years, overall performance has increased significantly in both ELA and Math, outpacing the changes in district performance.

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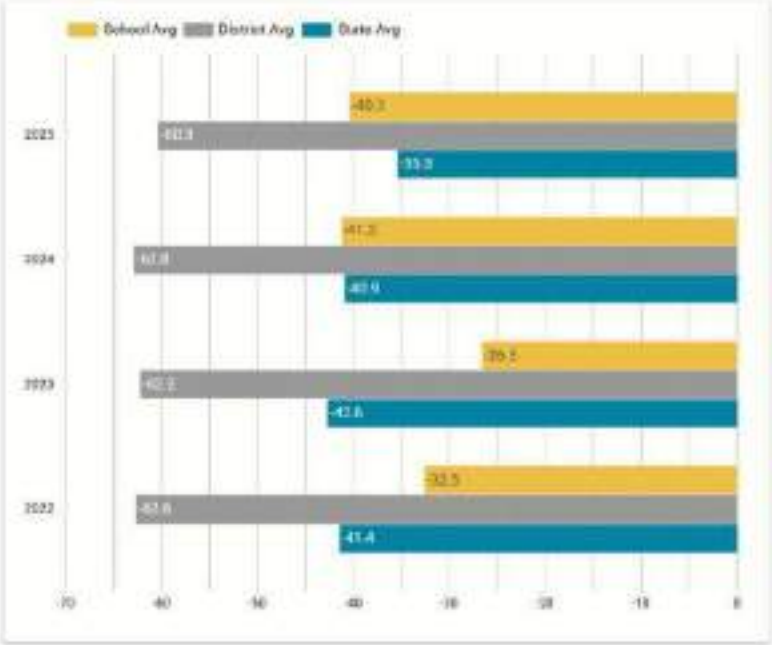
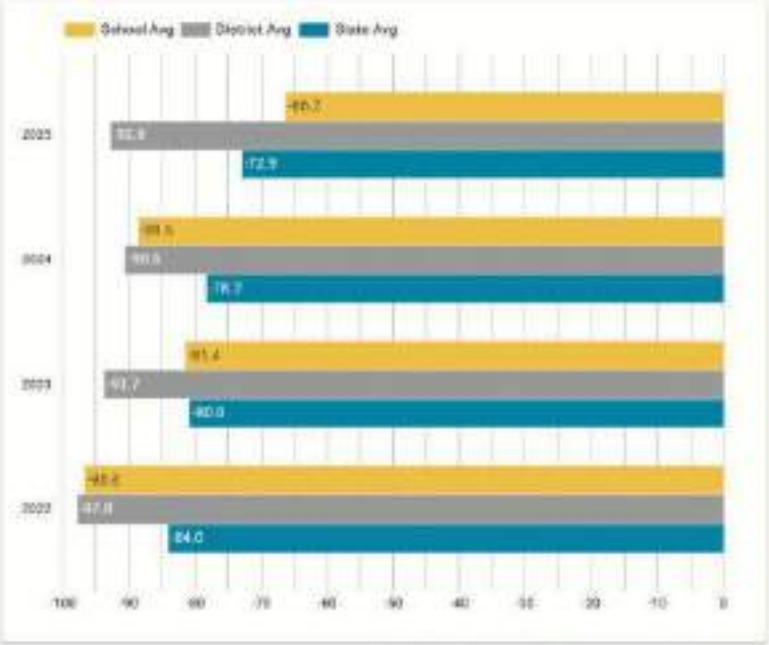
CAASPP Trends - SED

ELA



Math



Over the past four years, the achievement of Socioeconomically Disadvantaged students has consistently remained above the district and near or above state levels in both ELA and Math.

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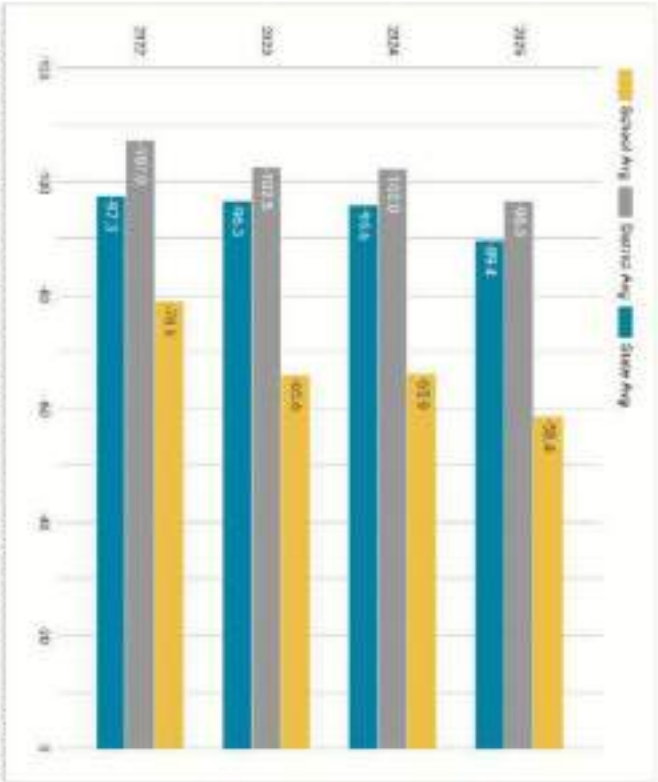
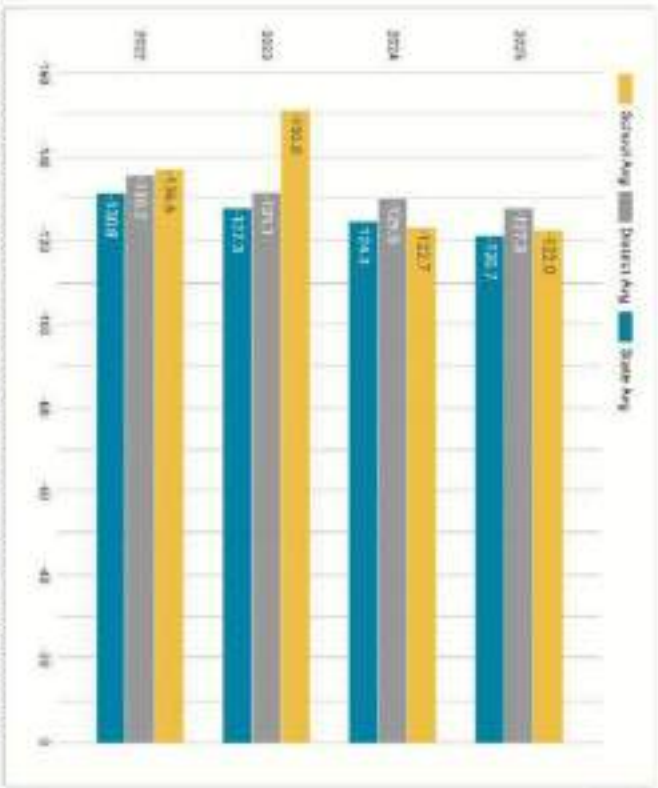
CAASPP Trends - Students with Disabilities

ELA



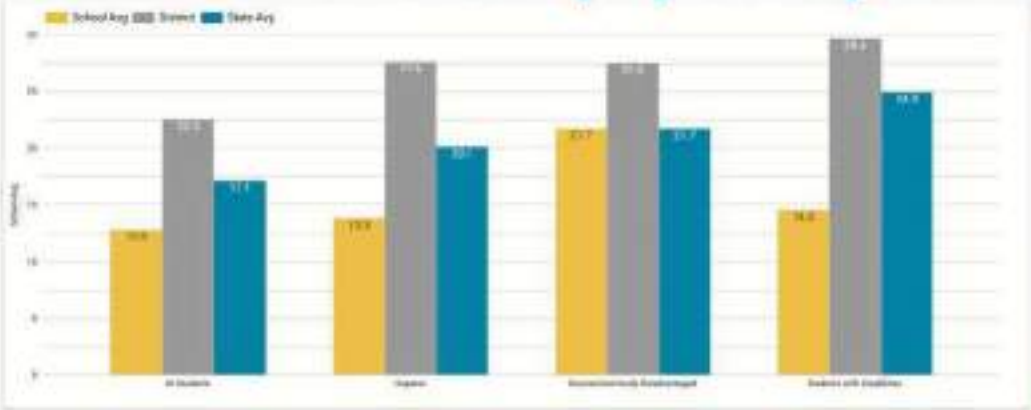
Math



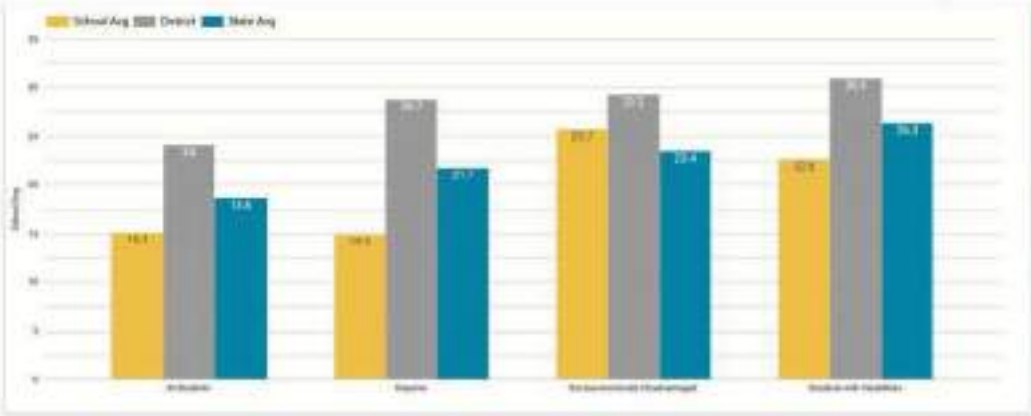
Over the past four years, the performance of Students with Disabilities has increased significantly in both ELA and Math. In ELA, SWD performance has consistently exceeded that of the district and state.

Chronic Absenteeism (%) Comparisons

2025



2024



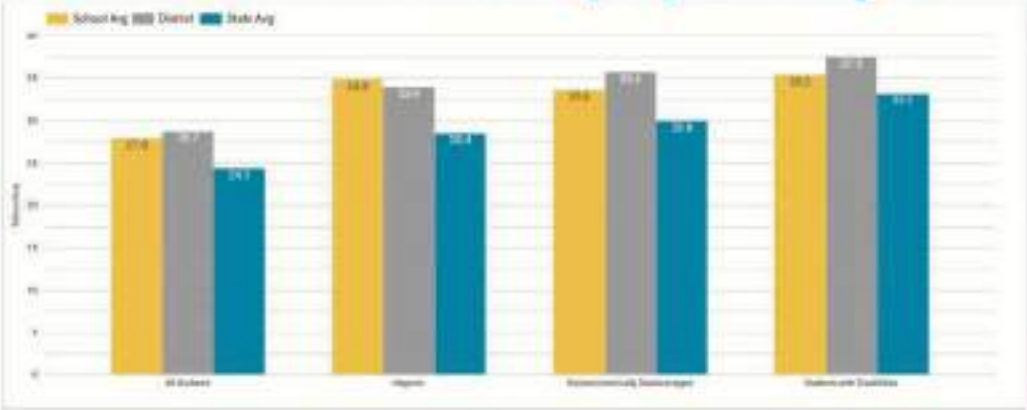
Key Data Points

With the exception of 2023, Chronic Absenteeism at Golden Valley River **is consistently lower than both the district and state** not only at the "All Students" level, but for most student groups as well.

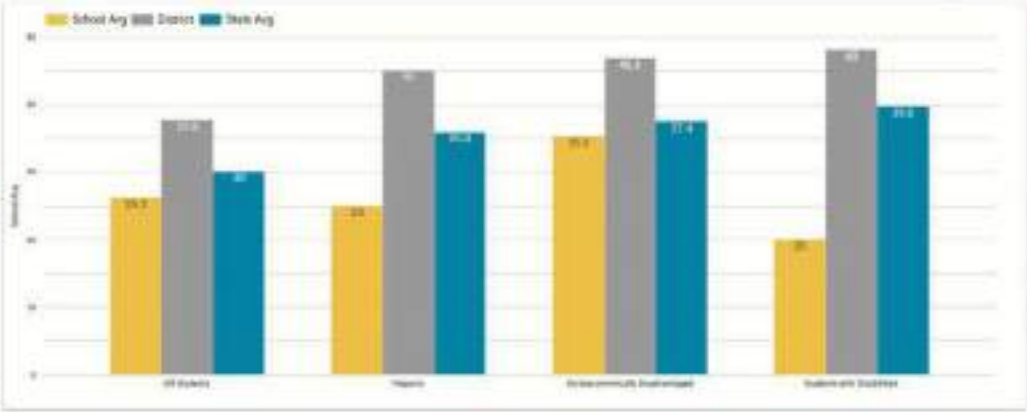
parsec

Chronic Absenteeism (%) Comparisons

2023



2022



Key Data Points

With the exception of 2023, Chronic Absenteeism at Golden Valley River **is consistently lower than both the district and state** not only at the "All Students" level, but for most student groups as well.

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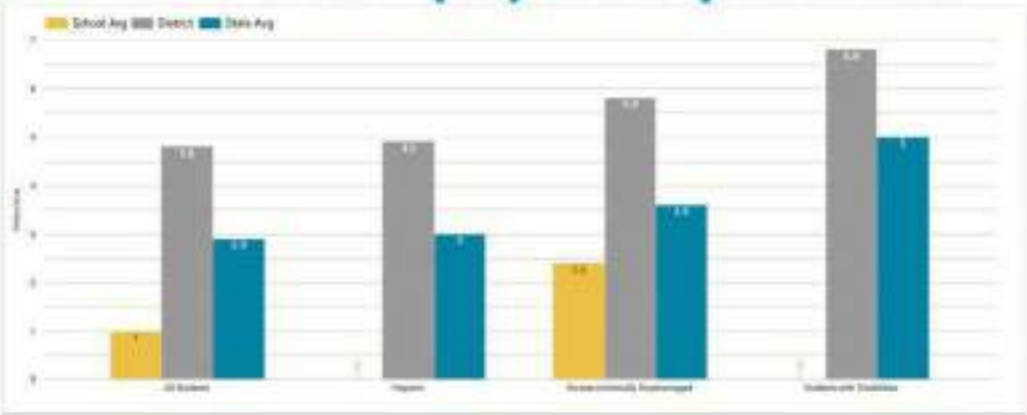
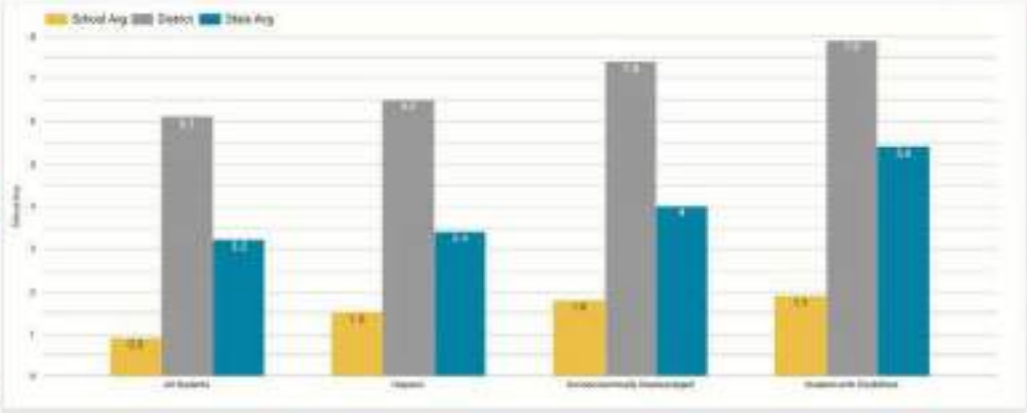
Suspension Rate (%) Comparisons

2025



2024



Key Data Points

The Suspension Rate at Golden Valley River **is consistently lower than both the district and state** not only at the "All Students" level, but for all student groups as well.

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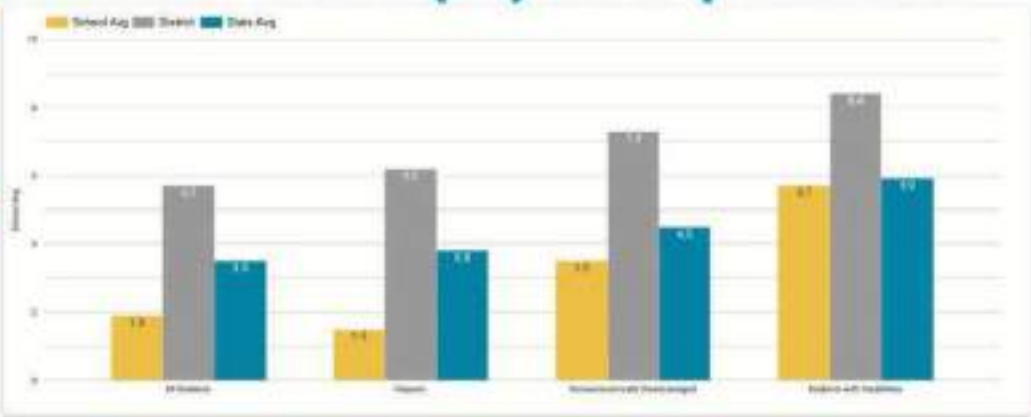
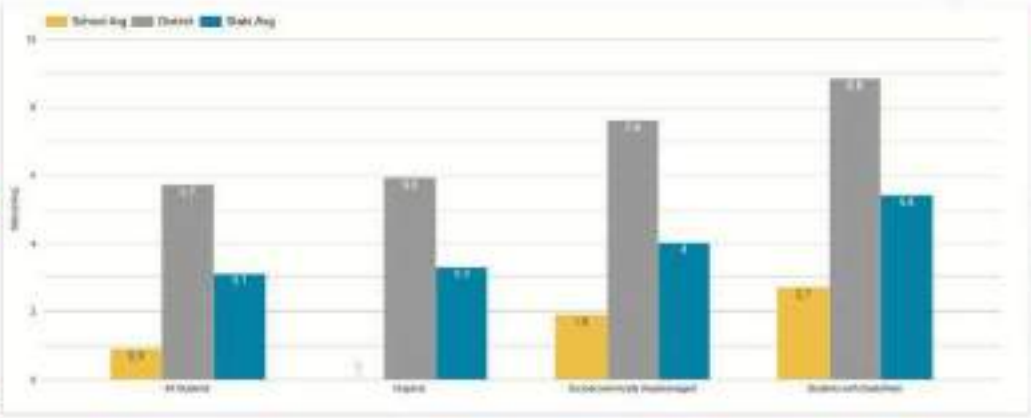
Suspension Rate (%) Comparisons

2023



2022



Key Data Points

The Suspension Rate at Golden Valley River **is consistently lower than both the district and state** not only at the "All Students" level, but for all student groups as well.

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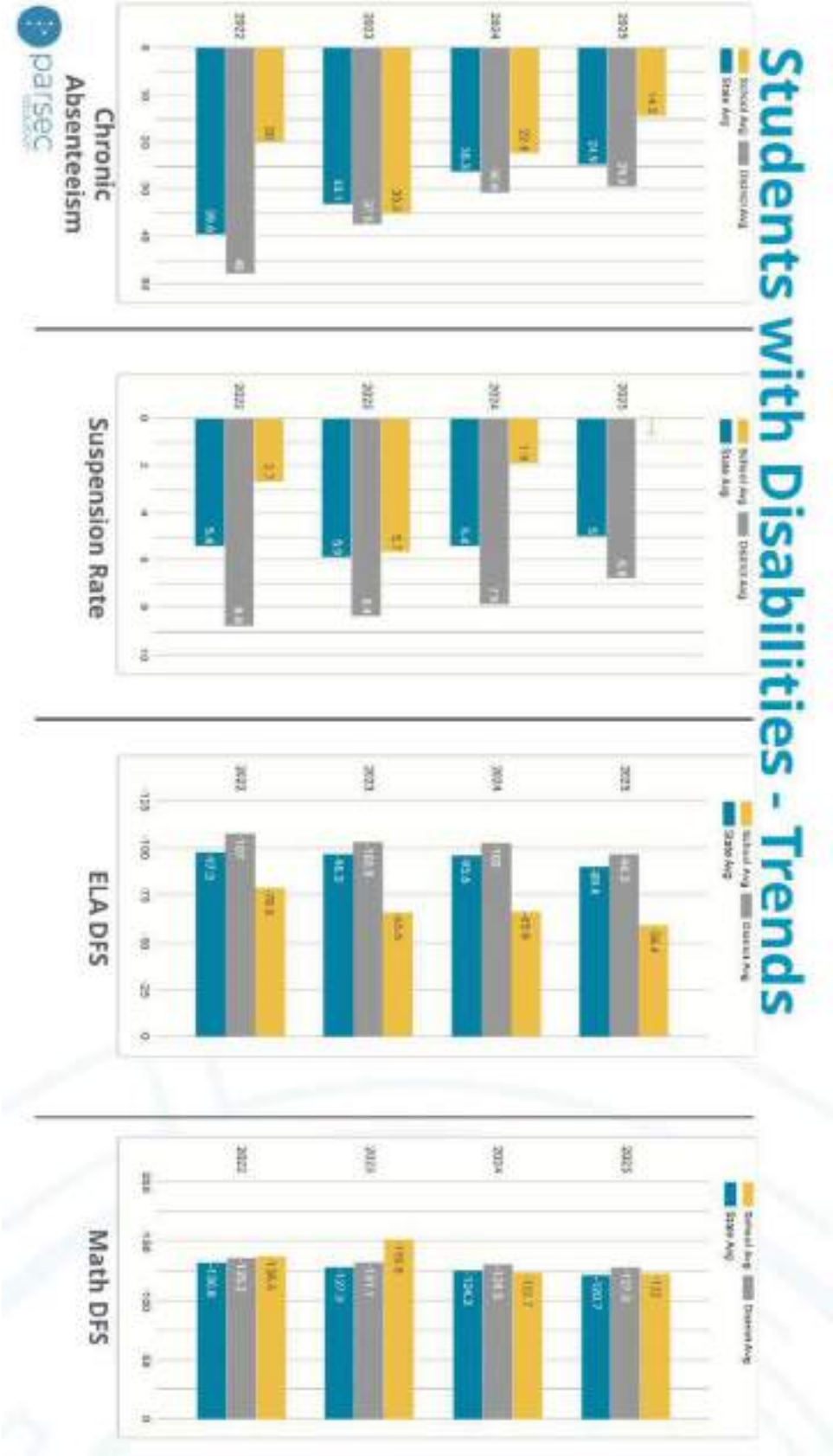
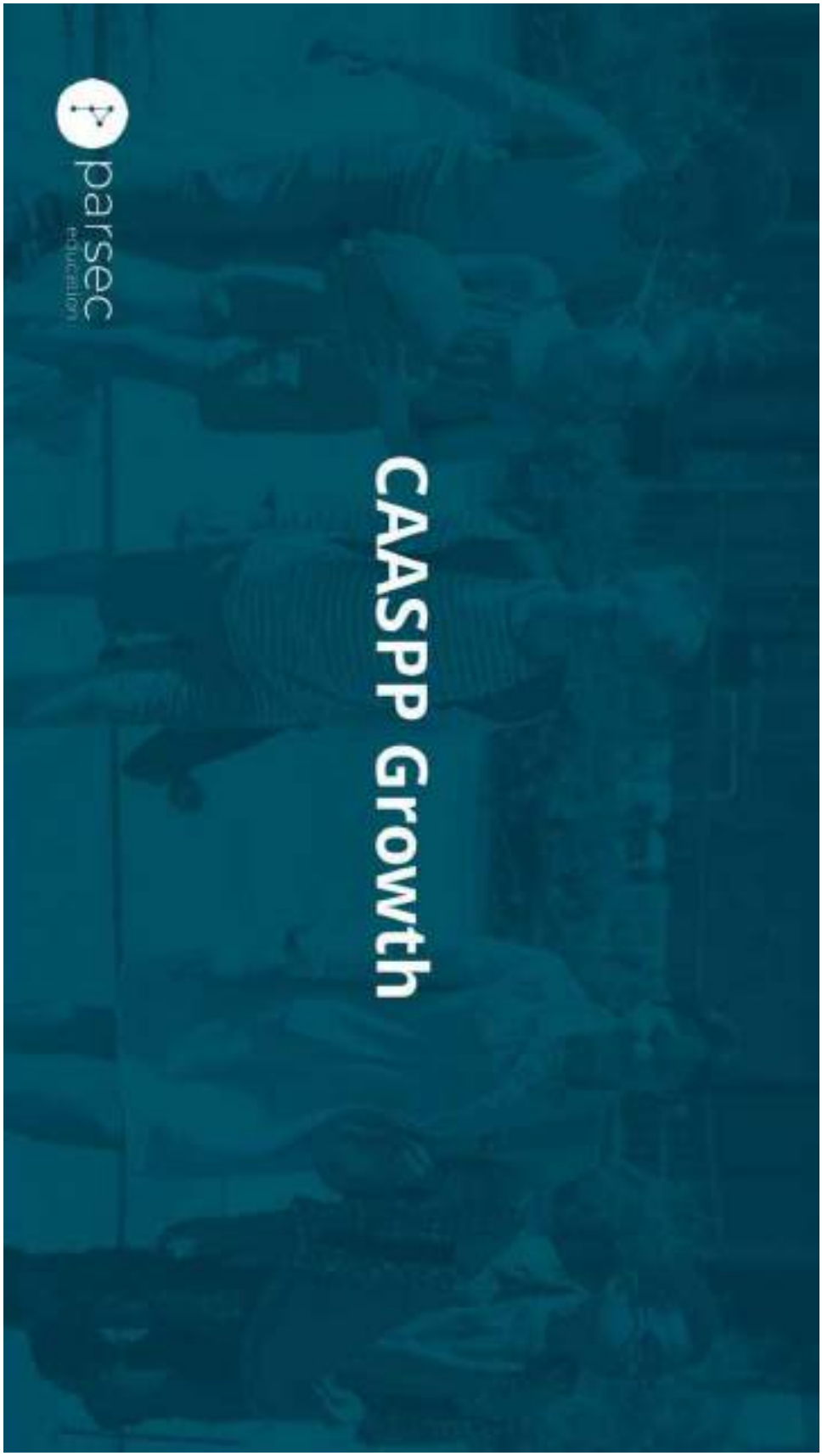
Non-Academic Indicators - Trends
All Students
Chronic Absenteeism
Suspension Rate
SED
Chronic Absenteeism
Suspension Rate
Students with Disabilities
Chronic Absenteeism
Suspension Rate
parsec


Students with Disabilities - Trends
Math DFS
ELA DFS
Suspension Rate
Chronic Absenteeism
parsec
2025
2024
2023
2022


parsec
education
CAASPP Growth

ELA Growth - 2025

Minimal · Moderate · Average · Accelerated · Exceptional

All Students

Growth Score	State Average
22	0.0

% Improved from the Prior Year	Number of Students
81.3%	104

Socio-Econ. Disadvantaged

Growth Score	State Average
13	-2.2

% Improved from the Prior Year	Number of Students
75.8%	25

Students with Disabilities

Growth Score	State Average
6	-10.6

% Improved from the Prior Year	Number of Students
69.2%	18

Hispanic

Growth Score	State Average
16	-1.8

% Improved from the Prior Year	Number of Students
77.3%	17

A positive growth score indicates students are showing *more growth* than similar students across the state. **Students at Golden Valley River are significantly outpacing the growth of similar students statewide** in ELA-not only at the "All Students" level, but for each significant student group as well.

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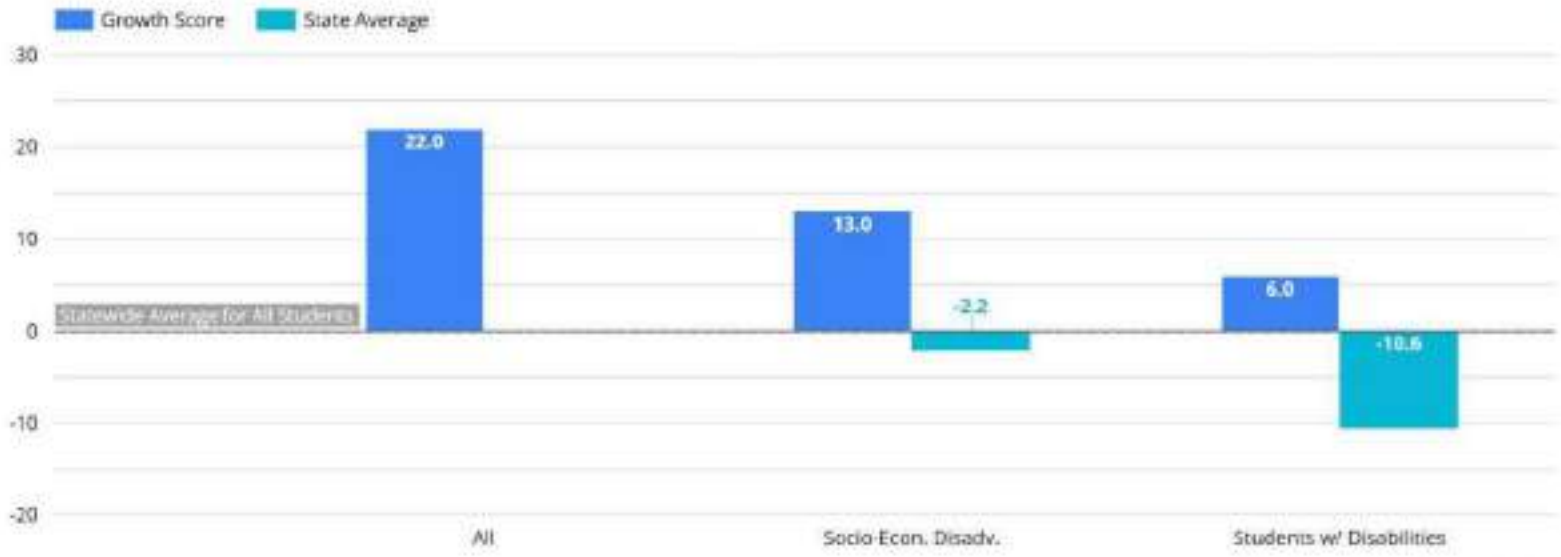
ELA Growth - 2025

Growth Score vs Statewide Average



A positive growth score indicates students are showing *more growth* than similar students across the state. **Students at Golden Valley River are significantly outpacing the growth of similar students statewide** in ELA-not only at the "All Students" level, but for each significant student group as well.

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Math Growth - 2025

Minimal · Moderate · Average · Accelerated · Exceptional

All Students

Growth Score	State Average
-3	0.0

% Improved from the Prior Year	Number of Students
70.9%	90

Socio-Econ. Disadvantaged

Growth Score	State Average
-4	-3.4

% Improved from the Prior Year	Number of Students
73.5%	25

Students with Disabilities

Growth Score	State Average
-2	-6.5

% Improved from the Prior Year	Number of Students
79.2%	19

Hispanic

Growth Score	State Average
-7	-4.3

% Improved from the Prior Year	Number of Students
61.9%	13

A positive growth score indicates students are showing *more growth* than similar students across the state. Although the "All Students" growth is slightly below the state average, **Students with Disabilities are outpacing the growth of students in those same groups throughout the state in Math.**

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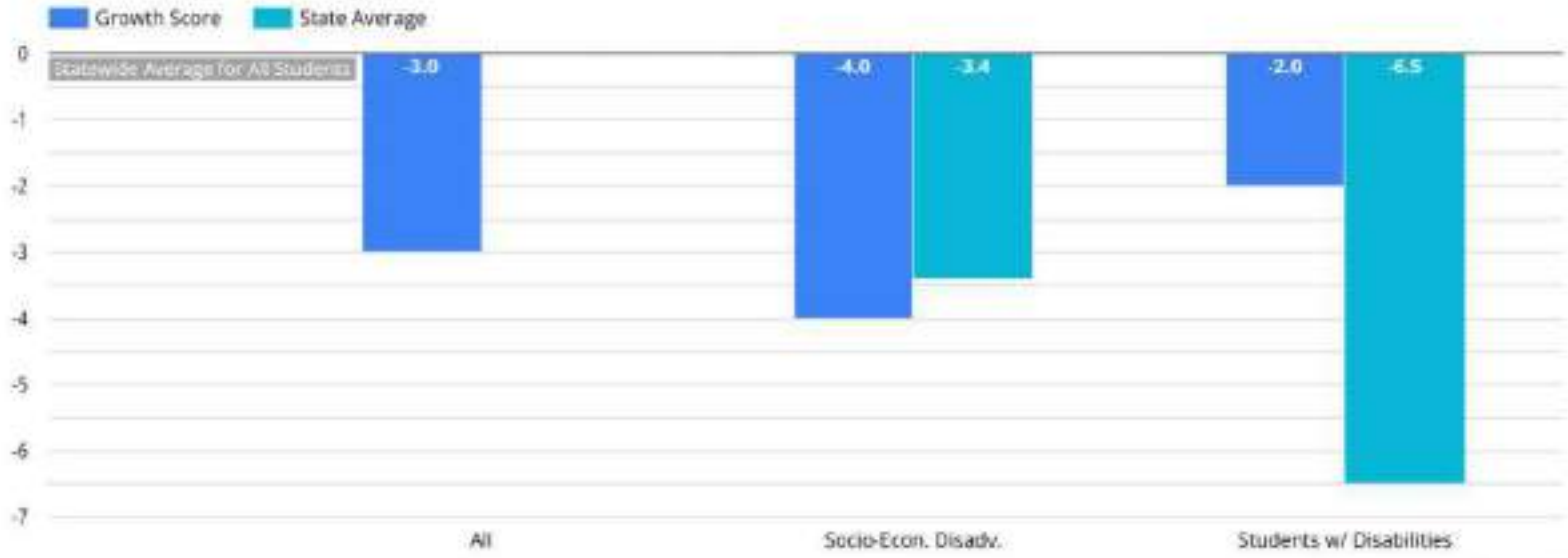
Math Growth - 2025

Growth Score vs Statewide Average



A positive growth score indicates students are showing *more growth* than similar students across the state. Although the "All Students" growth is slightly below the state average, **Students with Disabilities are outpacing the growth of students in those same groups throughout the state in Math.**

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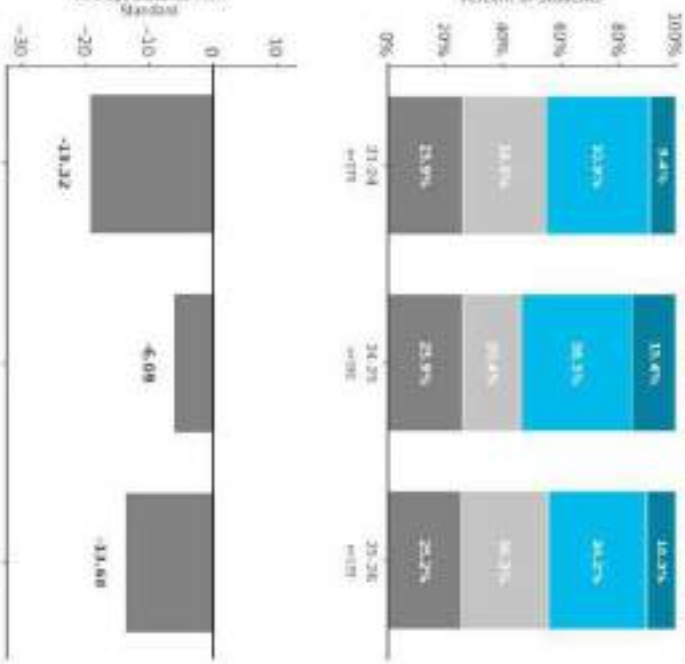
Additional CAASPP Data

parsec education

CAASPP: Preliminary 2025-26 - ELA



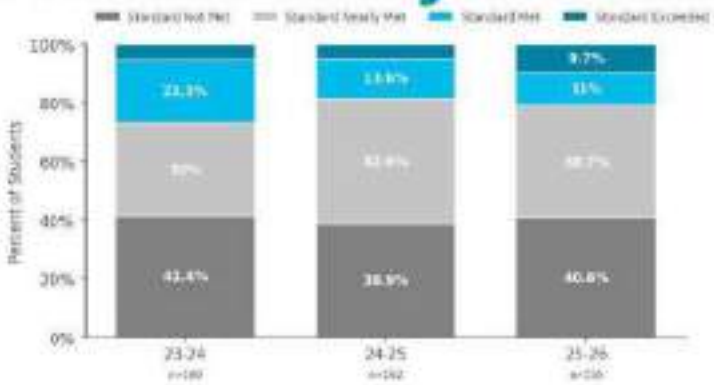
24-25 vs 25-26
% Met/Exceeded: **-9.2%**
% Exceeded: **-5.1%**
% Not Met: **-0.8%**
DFS Change: **-7.6**
Predicted Dashboard Color: Orange

Previous Dashboard Color: Yellow

23-24 vs 25-26
% Met/Exceeded: **-0.8%**
% Exceeded: **+0.9%**
% Not Met: **-0.7%**
DFS Change: **+5.6**

IMPORTANT: data is based on preliminary (unofficial) CAASPP scores.

CAASPP: Preliminary 2025-26 - Math



24-25 vs 25-26

% Met/Exceeded: **+2.1%**

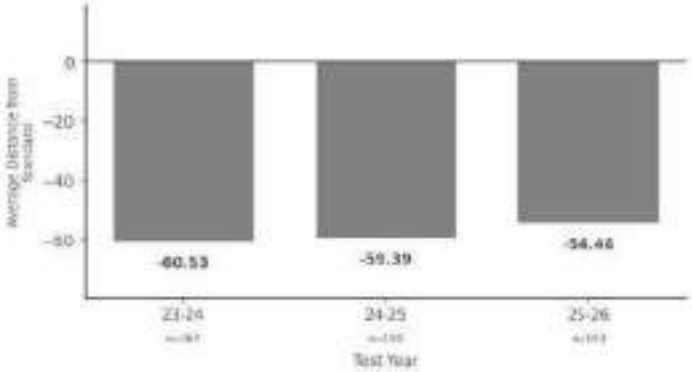
% Exceeded: **+4.7%**

% Not Met: **+1.8%**

DFS Change: **+4.9**

Predicted Dashboard Color: Yellow

Previous Dashboard Color: Orange



23-24 vs 25-26

% Met/Exceeded: **-6.0%**

% Exceeded: **+4.4%**

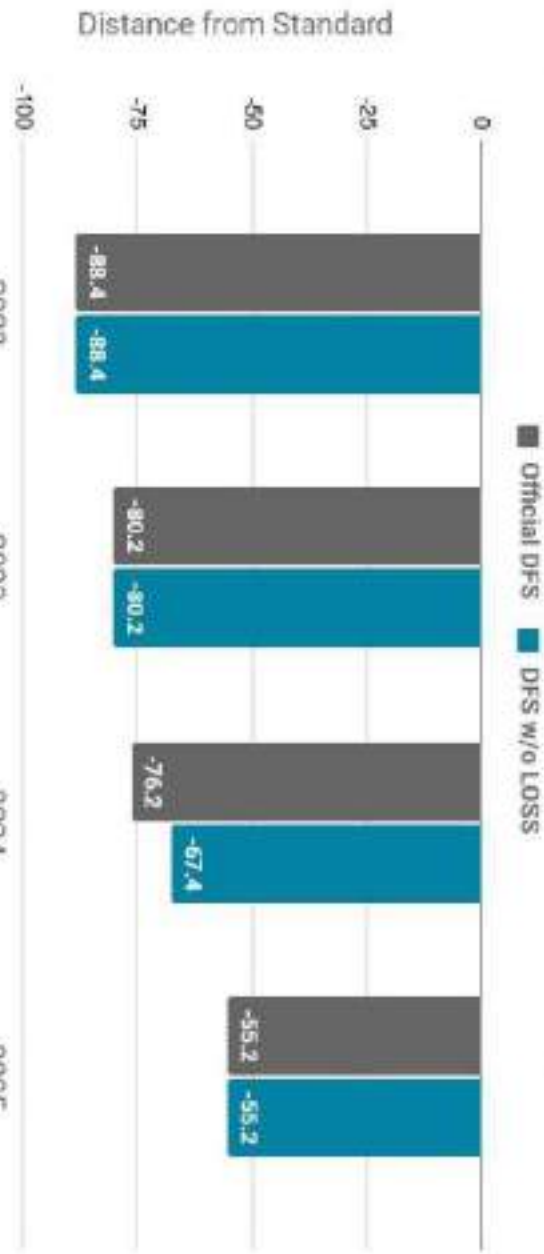
% Not Met: **-0.8%**

DFS Change: **+6.1**

IMPORTANT: data is based on preliminary (unofficial) CAASPP scores.

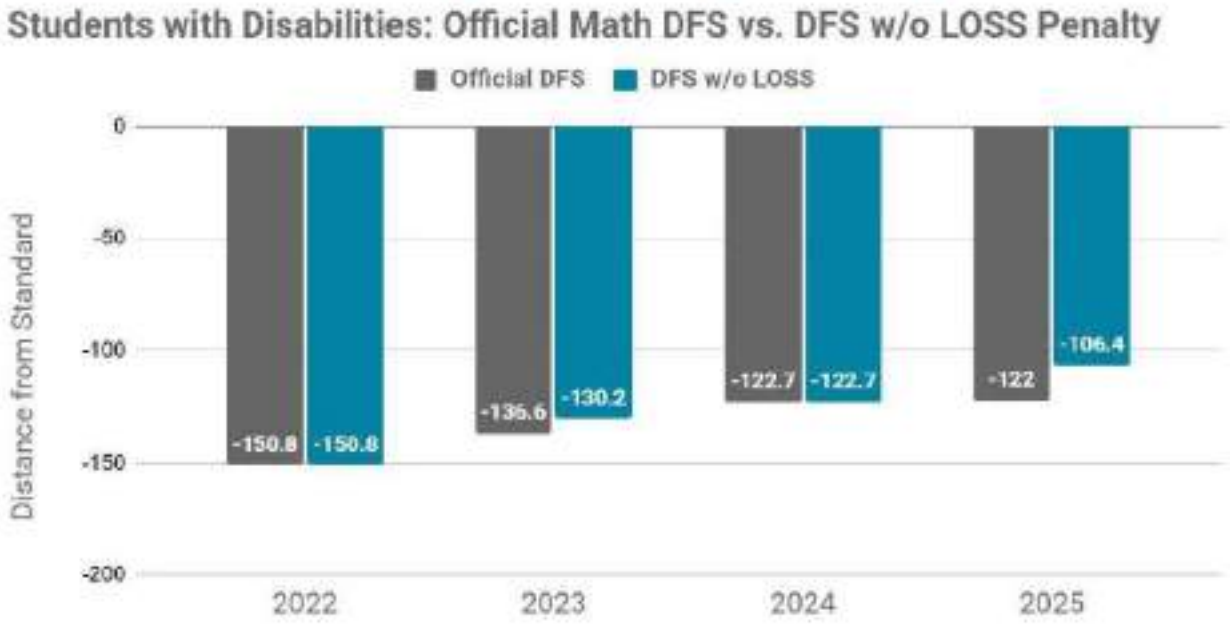
CAASPP: LOSS Penalty - Hispanic Students (Math)

Hispanic Students: Official Math DFS vs. DFS w/o LOSS Penalty



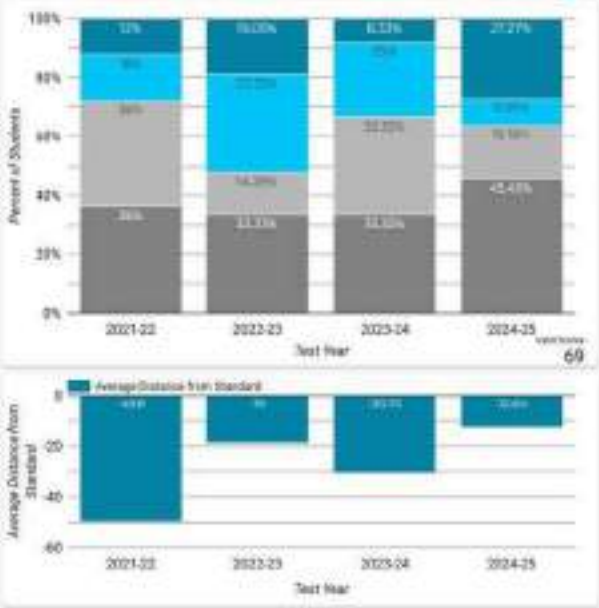
In 2024, Hispanic students would have achieved a DFS of -67.4 in Math without the LOSS penalty, meaning **low participation lowered the official score by 8.8 points** that year.

CAASPP: LOSS Penalty - SWD (Math)



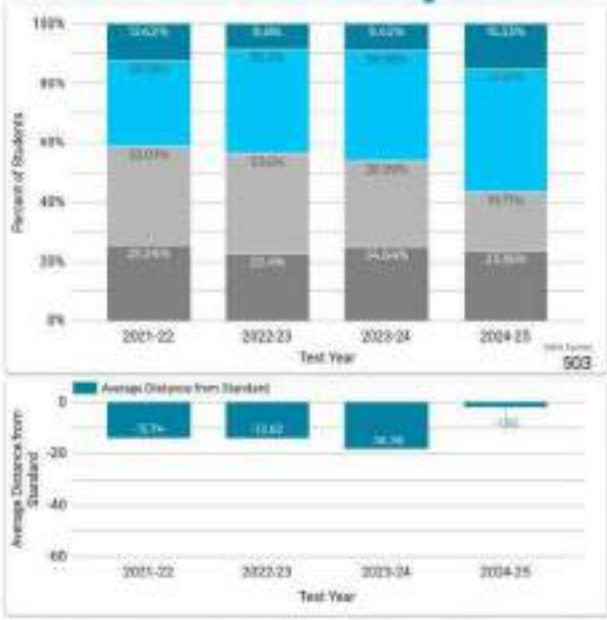
Students with Disabilities would have achieved a DFS of –130.2 in 2023 and -106.4 in 2025 in Math without the LOSS penalty. This means **the LOSS penalty lowered the official DFS by 6.4 points and 15.6 points respectively**.

CAASPP Trends - ELA by Enrollment Length



1st Year Students

2024 vs. 2025: +3% Met/Exceeded, +18.1 DFS

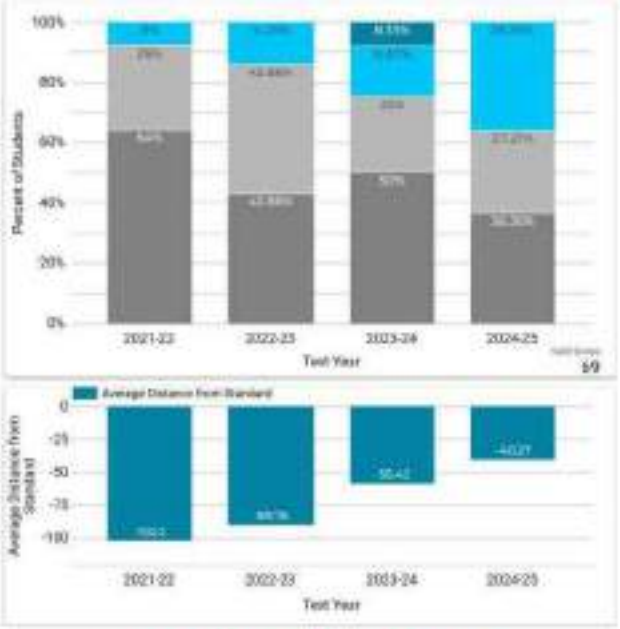


Students Enrolled 3+ Years

2024 vs. 2025: +10.6% Met/Exceeded, +16.4 DFS

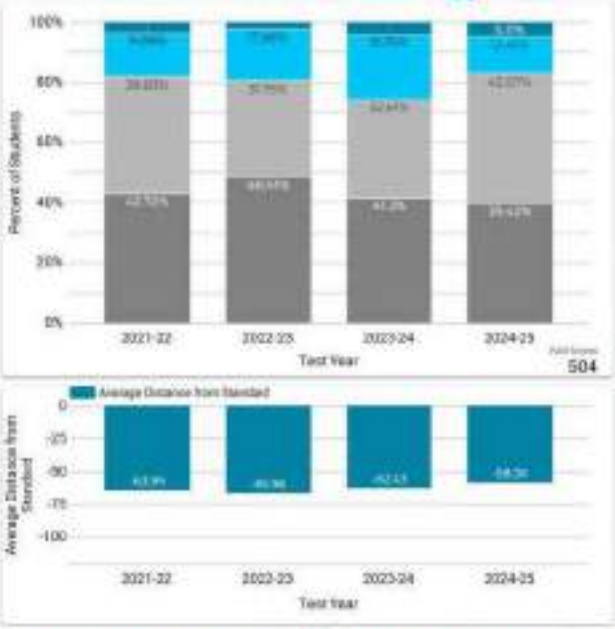
In ELA, **students enrolled at Golden Valley River for at least 3 years perform significantly higher than newly enrolled students.** This indicates there is a strong positive correlation between enrollment length and achievement.

CAASPP Trends - Math by Enrollment Length



1st Year Students

2024 vs. 2025: +11.4% Met/Exceeded, +18.2 DFS

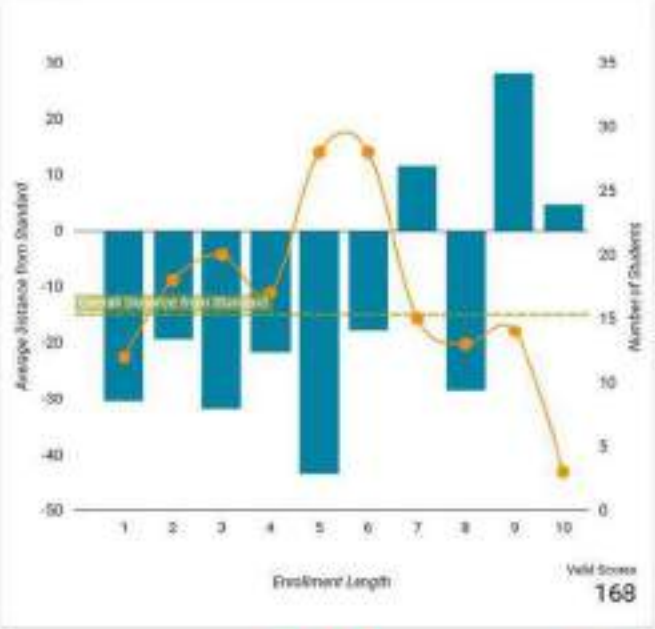


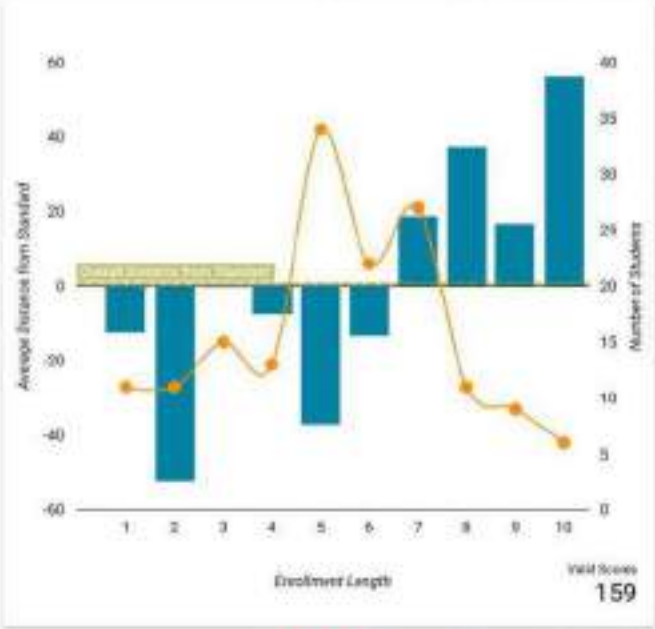
Students Enrolled 3+ Years

2024 vs. 2025: -8.6% Met/Exceeded, +4.2 DFS

During the 21-22 and 22-23 school years, students enrolled at least 3 years at Golden Valley River significantly outperformed newly enrolled students in Math. However, during the 23-24 and 24-25 school years, an influx of higher-performing students enrolled in the school.

Contiguous Enrollment - Distance from Standard: ELA

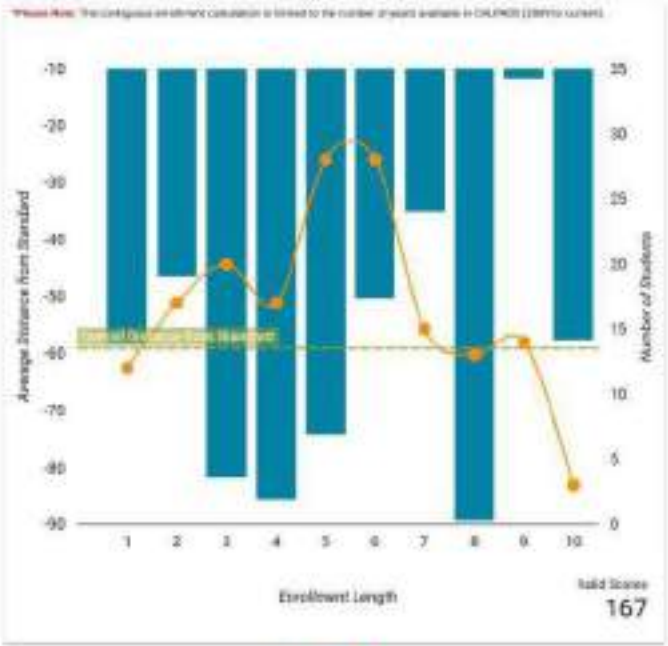


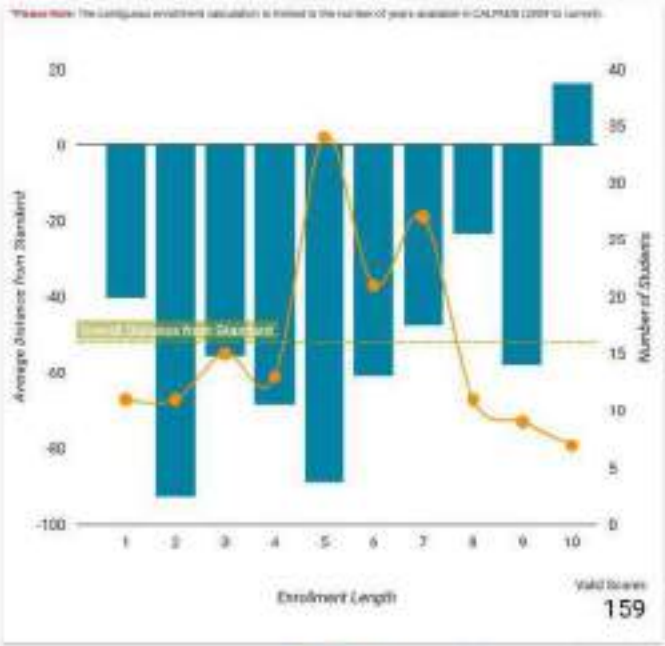


2024 — Number of Students **2025**

In ELA, **there is a clear correlation between length of enrollment and increased DFS.** Additionally, the largest cohort of tested students is in their 4th through 6th year of enrollment, indicating that **families choose to remain enrolled at Golden Valley River.**

Contiguous Enrollment - Distance from Standard: Math





2024 — Number of Students **2025**

In Math, **there is a correlation between length of enrollment and increased DFS,** and **this connection has increased in strength over the past four years.** Additionally, the largest cohort of tested students is in their 4th through 6th year of enrollment, indicating that **families choose to remain enrolled at Golden Valley River.**

Appendix N: Lease Agreement

San Juan Unified
SCHOOL DISTRICT

Melissa Bassanelli
Superintendent of Schools

Frank Camarda
Chief Operations Officer

Nicholas Arps
Director, Facilities, Construction and Modernization

DATE: March 31, 2026

TO: Jennifer Hoover, Executive Director
Golden Valley Charter Schools
1000 River Rock Drive, Ste. 220
Folsom, CA 95630

FROM: Frank Camarda, Chief Operations Officer

RE: **Notice of Renewal, 2026-27 School Year**

Greetings, Ms. Hoover,

This notice is to inform you that the San Juan Unified School District ("District") is exercising its option to renew the lease between the District and Golden Valley Charter Schools for the properties located at 6550 Filbert Avenue, Orangevale and 9601 Lake Natoma Drive, Orangevale ("Lease").

As per Section 2 of the Lease, the District is exercising its option to renew for a term of one (1) year , beginning on July 1, 2026, and ending on June 30, 2027, at the end of which the District may elect to renew the Lease with a Lease amendment. Please contact us with any questions.

Sincerely,

Frank Camarda

Frank Camarda
Chief Operations Officer
San Juan Unified School District

ADDRESS
3738 Walnut Avenue
Carmichael, CA 95608

PHONE
(916) 971-5788

WEBSITE
www.sanjuan.edu

Attachment(s):
1 - Proposition 39 Offer of Facilities, 2026-27 School Year

Attachment 1

San Juan Unified
SCHOOL DISTRICT
Facilities, Construction and Modernization

Melissa Bassanelli
Superintendent of Schools

Frank Camarda
Chief Operations Officer

DATE: February 6, 2026

TO: Jennifer Hoover, Interim Executive Director
Golden Valley Charter School
1000 River Rock Drive, Ste. 220
Folsom, CA 95630

FROM: Frank Camarda, Chief Operations Officer, San Juan USD

RE: Proposition 39 Offer of Facilities 2026-2027 School Year

Dear Ms. Hoover:

The San Juan Unified School District is providing this preliminary offer of facilities as required by Title 5, section 11969.9(d) of the California Code of Regulations. This offer is based upon the enrollment projections provided by the Charter School in its request for facilities dated October 16, 2025. The specific facilities location and description contained in the attachments are reasonably equivalent to similar school grade configurations and facilities which were utilized by the Parties when initially identifying the location of the charter school.

Your charter's request for Proposition 39 facilities letter dated October 16, 2025, identified the following projected 2025-2026 ADA at the following charter requested sites (Filbert and Palisades): **422** K-8 in-district students, and **222** K-8 out of district students.

Based on these ADA projections, the 2026-27 facilities costs are calculated to be:

Filbert (Orchard) Campus Total: $367,747.00
Palisades (River) Campus Total: $364,681.00
Combined Campuses Total: $732,428.00

The above facilities' costs are exclusive of utility costs. Whit the exception of the proposed facility costs, 2026-27 lease terms and conditions will remain consistent with the 2021-27 lease terms and conditions. In compliance with California Code of Regulations, Title 5, Section 11969.9(g), on or before March 1, 2026, the Charter School must respond to the District's preliminary offer expressing any concerns, addressing differences between this preliminary offer and the Charter School's facilities request and/or making counter proposals.

In its Final Statement of Reasons, the California Department of Education clarified that the purpose of this requirement is to encourage discussion and negotiation between the parties before a formal offer is prepared. (Cal. Dept. of Ed., Final Statement of Reasons re: Implementing Regulations, p. 12.) Negotiations between the Charter School and the District must occur prior to the District's issuance of a Final Notification of Space pursuant California Code of Regulations, Title 5, Section 11969.9(h). The California Department of Education explicitly stated that the Charter School's May 1 written response to a Final

ADDRESS
3738 Walnut Avenue
Carmichael, CA 95608

PHONE
(916) 971-5740

WEBSITE
www.sanjuan.edu

Notification of Space must accept or reject the formal offer in its entirety. The intent is for formal negotiations to occur before the final formal offer is provided, not after. (Id. at p. 13.) To comply with the implementing regulations, the Charter School must provide a meaningful counterproposal by March 1, 2026. Consequently, the Charter School should review all the facilities proposed herein, and in its March 1, 2026, response state whether the Charter School intends to occupy the total number of classrooms proposed.

The District will prepare a Final Notification of Space pursuant California Code of Regulations, Title 5, Section 11969.9(h) to meet the Charter School's direct needs as stated in the Charter School's March 1, 2026, counterproposal and in full compliance with Education Code section 47614 and the Implementing Regulations. In accordance with California Code of Regulations, Title 5, Section 11969.9(h). The California Department of Education explicitly stated that the Charter School's May 1st written response to a Final Notification of Space must accept or reject the formal offer in its entirety. The intent is for formal negotiations to occur before the final formal offer is provided, not after. (Id. at p. 13.) To comply with the Implementing Regulations, the Charter School must provide a meaningful counterproposal by March 1, 2026. Consequently, the Charter School should review all the facilities proposed herein, and in its March 1, 2026, response state whether the Charter School intends to occupy the total number of classrooms proposed.

The District will prepare a Final Notification of Space pursuant California Code of Regulations, Title 5, Section 11969.9(h) to meet the Charter School's direct needs as stated in the Charter School's March 1, 2026, counterproposal and in full compliance with Education Code section 47614 and the Implementing Regulations. In accordance with California Code of Regulations, Title 5, Section 11969.9(i) and the intent expressed by the California Department of Education, the Charter School will only be permitted to accept or deny the entirety of space offered in its Final Notification of Space. The Charter School may not partially accept some of the space offered and reject other space offered, and it will be obligated to pay the entirety of the pro-rata share identified in the Final Notification of Space should it accept the offered space.

I look forward to working with you to finalize your request for facilities.

Sincerely,

Frank Camarda

Frank Camarda,
Chief Operations Officer
San Juan Unified School District

Attachments:
A: Charter's Request for Proposition 39 Facilities for the 2026-2027 School Year
B: Cost Calculations
C: 2026-27 Facility Costs
D: In-District ADA Projections
E: 2026-27 Space Assignments

Attachment 1

Attachment B

EXHIBIT A

San Juan Unified School District

Leased Facilities

2026-2027 Cost Calculations

Charter: **Golden Valley Charter**

Facility: **Filbert (Orangevale)**

Proposition 39 Space Allocation Calculation		
In-District ADA Projections per Gold Valley Letter dated: 1/30/2026		
Classrooms Required to Meet ADA Identified in Request for Facilities Letter:		
Loading is based on 28.2 students per room as defined by comparable schools and ADA adjusted		
Sq. Ft. Assigned to Meet Request for Facilities Letter:		15,417
Prop. 39 Annual Space Fee Per Sq. Ft.:	$	10.43
Prop. 39 Annual Space Fee:	$	160,516.00

"Market Rate" Space Allocation Calculation		
Market Rate Sq. Ft. Assigned to Meet Request for Facilities Letter:		9,469
Market Rate Space Annual Fee Per Sq. Ft.	$	21.93
Market Rate Space Annual Fee:	$	207,233.00

Annual Fee	**$ 367,747.00**
Monthly Fee (rounded to nearest dollar)	**$ 30,646.00**

Attachment 1

Attachment B

EXHIBIT A

San Juan Unified School District
Leased Facilities
2026-2027 Cost Calculations

Charter: **Golden Valley Charter**
Facility: **Palisades (River)**

Proposition 39 Space Allocation Calculation		
In-District ADA Projections per Gold Valley Letter dated:	1/30/2026	
Classrooms Required to Meet ADA Identified in Request for Facilities Letter: *Loading is based on 23.8 students per room as defined by comparable schools and ADA adjusted*		
Sq. Ft. Assigned to Meet Request for Facilities Letter:		15,873
Prop. 39 Annual Space Fee Per Sq. Ft.:	$	10.41
Prop. 39 Annual Space Fee:	**$ 165,267.00**	

"Market Rate" Space Allocation Calculation		
Market Rate Sq. Ft. Assigned to Meet Request for Facilities Letter:		9,093
Market Rate Space Annual Fee Per Sq. Ft.	$	21.93
Market Rate Space Annual Fee:	**$ 199,414.00**	

Annual Fee	**$ 364,681.00**
Monthly Fee (rounded to nearest dollar)	**$ 30,390.00**

Attachment 1

Attachment C

2026-27 Facility Costs

District-wide square footage [1] 4,571,612

Prop 39 square foot fees:

Function		24/25 Actuals	25/26 1st Interim	Difference
82XX	Unrestricted Maintenance & Operations [2]	$ 1,992,966	$ 2,317,026	$ 324,060
	Deferred Maintenance TF LCFF SACS	$ 2,000,000	$ 2,000,000	$ -
	Unrestricted Contribution to RRMA [3]	$ 18,990,860	$ 21,144,360	$ 2,153,500
85XX	Facilities Acquisition & Construction			
87XX	Facilities Rents & Leases	$ 9,123	$ 12,536	$ 3,413
91XX	Facilities related Debt services [4]			$ -
93XX	Facilities Related Interfund transfers	$ -	$ -	$ -
	Unrestricted GF Maint Expenses	$ 263,990	$ 325,400	$ 61,410
	Custodial Expenses [5]	$ 20,270,980	$ 21,798,118	$ 1,527,138
	Unrestricted GF Utility Costs			
				$ -
Total Facility Contribution & Costs		$ 43,527,919	$ 47,597,440	$ 4,069,521
				$ -
Expense per Sq. Ft. for Prop 39 Fees		**$ 10.16**	**$ 10.41**	$ 0.25

Market Rate Info.

Facility maintenance fee:

Total Maintenance & Operations Budget $ 25,799,322

Facility maintenance per sq ft **$ 5.65**

Facility maintenance fee/district-wide square footage

Custodial fee:

Total custodial budget (922x, 9674 goals) $ 21,798,118

Excludes objects 5749/5799.

Custodial fee per sq ft. **$ 4.77**

Custodial Fee/district-wide square footage

Facility Rental Fee:

Extended Market Rate: $ 96 per sq. ft. per month (x12) **$ 11.52**

[1] Square footage from Rec Area in Construction Dept. as of December, 2023

[2] Excludes custodial goals of 9220

[3] GM contribution moved from RRMA

[4] Only custodial goals of 9220, in RG0100 & RG0000

[5] Utilities is not included – these are bus leases and does not apply

CC: Melissa Bassanelli
Laura Lilley
Frank Camarda
Mallory Arevalos

Attachment 1

Attachment D

Filbert Campus

In-District ADA Projections per GVC Letter dated:				1/30/2026
2026-27 Projections				
		In-Dist ADA	Out-Dist ADA	Total ADA
	TK	20.00	10.00	30.00
	K	20.00	10.00	30.00
	1	19.00	11.00	30.00
	2	18.00	9.00	27.00
	3	23.00	19.00	42.00
	4	30.00	15.00	45.00
	5	20.00	8.00	28.00
	6	23.00	7.00	30.00
	7	23.00	7.00	30.00
	8	20.00	8.00	28.00
	Total	216.00	104.00	320.00
	TK-3	80.00	49.00	129.00
	4-8	116.00	45.00	161.00
	Total	196.00	94.00	290.00
	Percent	In	Out	
		68%	33%	

Attachment 1
Attachment D
Palisades Campus

In-District ADA Projections per GVC Letter dated:				1/28/2026
2026-27 Projections				
		In-Dist ADA	Out-Dist ADA	Total ADA
	TK	22.00	8.00	30.00
	K	26.00	8.00	34.00
	1	31.00	15.00	46.00
	2	20.00	26.00	46.00
	3	21.00	9.00	30.00
	4	17.00	13.00	30.00
	5	19.00	9.00	28.00
	6	20.00	8.00	28.00
	7	17.00	11.00	28.00
	8	13.00	11.00	24.00
	Total	206.00	118.00	324.00
	TK-3	94.00	58.00	152.00
	4-8	86.00	52.00	138.00
	Total	180.00	110.00	290.00
	Percent	In	Out	
		64%	36%	

Attachment 1
Attachment E

EXHIBIT B

San Juan Unified School District
Leased Facilties
2026-2027 Space Assignment

				In-District	62%
Site:	**Orangevale/Filbert**			Market	38%
Room	**Area (Ext.)**	**Design**	**In Use**	**Prop 39**	**"Market"**
1	1,005	Classroom	Yes	623	382
2	739	Classroom	Yes	458	281
3	699	Classroom	Yes	433	266
3A	659	Classroom	Yes	409	250
4	964	Used as storage RM	shared	299	183
5	1,629	Classroom	Yes	1,010	619
6	953	Classroom	Yes	591	362
7	953	Classroom	Yes	591	362
8	953	Classroom	Yes	591	362
9	962	Classroom	Yes	596	366
10	954	Classroom	Yes	591	363
11	953	Classroom	Yes	591	362
12	957	Classroom	Yes	593	364
K	1,486	Classroom	Yes	921	565
14	974	Classroom	Yes	604	370
15	967	Classroom	Yes	600	367
16	978	Classroom	Yes	606	372
18	960	Used as storage RM	shared	298	182
19	960	Used as storage RM	shared	298	182
Restroom 5-MP	278	Restroom	No		
Storage 1-3	440	Storage	Yes	273	167
Hall Way	1,317	hall way	Yes	817	500
Restrooms	229	Student RR	Yes	142	87
Restrooms	233	Student RR	Yes	144	89
Boys RR	465	Student RR	Yes	288	177
Girls RR	408	Student RR	Yes	253	155
MP Room	3,526	MP Room	Yes	2,186	1,340
Kitchen (storage)	555	Kitchen and Storage	no		
Office/Princ./RR	675	Office	Yes	419	257
Staff Room/RR	310	Staff	Yes	192.20	118
TOTAL	**27,141**			**15,417**	**9,449**

Total Prop. 39 Sq. Ft.	**15,417**
Total Market Rate Sq. Ft.	**9,449**

Attachment 1

Attachment E

EXHIBIT C

San Juan Unified School District
Leased Facilities
2026-2027 Space Assignment

Charter:	**Golden Valley Charter**	In District	64%
Site:	**Palisades**	Market	36%

Room	Area (Ext.)	Design	In Use	Prop 39	Market	CHECK	Balance
1	979	Classroom	Yes	622	357	979	-
2	971	Classroom	Yes	617	354	971	-
3	971	Classroom	Yes	617	354	971	-
4	1,313	Portable Classroom	Yes	835	478	1,313	-
Boys RR 1-4 Wing	234	Student RR	Yes	149	85	234	-
Girls RR 1-4 Wing	222	Student RR	Yes	141	81	222	-
Storage 1-4 Wing	144	Storage	Yes	92	52	144	-
Custodial 1-4 wing	38	Custodian	Yes	24	14	38	-
5	971	Classroom	Yes	617	354	971	-
6	971	Classroom	Yes	617	354	971	-
7	971	Classroom	Yes	617	354	971	-
8	971	Classroom	Yes	617	354	971	-
9	971	Classroom	Yes	617	354	971	-
Electrical 5-9 Wing	191	Electrical	Yes	121	70	191	-
Workroom	299		Yes	190	109	299	-
Storage 5-9 Wing	191	Storage	Yes	121	70	191	-
Custodial 5-9 wing	40		Yes	25	15	40	-
RR 5-9 Wing	259	RR	Yes	165	94	259	-
10	971	Classroom	Yes	617	354	971	-
11	971	Classroom	Yes	617	354	971	-
12	971	Classroom	Yes	617	354	971	-
13	971	Classroom	Yes	617	354	971	-
14	971	Classroom	Yes	617	354	971	-
Storage 10-14 Wing	224	Storage	Yes	142	82	224	-
Mechanical	224		Yes	142	82	224	-
Custodial 10-14 wing	38	Custodian	Yes	24	14	38	-
Boys RR 10-14 Wing	221	Student RR	Yes	141	80	221	-
Girls RR 10-14 Wing	235	Student RR	Yes	149	86	235	-
15	1,399	Classroom	Yes	889	510	1,399	-
Storage Rm 15	92	Storage	Yes	58	34	92	-
Library RR	100	RR	Yes	64	36	100	-
Library	1,456	Library	Yes	926	530	1,456	-
MP Room	2,913	MP Room w stage	Yes	1,852	1,061	2,913	-
Office	1,088	Office	Yes	692	396	1,088	-
Restroom	28	Staff	Yes	18	10	28	-
Staff Room	349	Staff	Yes	222	127	349	-
Mechanical	49		Yes	31	18	49	-
Kitchen	925	incl freezer & storage	Yes	588	337	925	-
Kitchen Restroom	63	Staff	Yes	40	23	63	-
TOTAL	**24,966**		-	**15,873**	**9,093**	24,966	

Total Prop. 39 Sq. Ft.	**15,873**
Total Market Rate Sq. Ft.	**9,093**

Appendix O: Form 990

WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020
619-447-6700

May 6, 2024

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

Dear Client:

Your 2022 Federal Return of Organization Exempt from Income Tax will be electronically filed with the Internal Revenue Service upon receipt of a signed Form 8879-TE - IRS e-file Signature Authorization. No tax is payable with the filing of this return.

Your 2022 California Exempt Organization Annual Information Return will be electronically filed with the State of California upon receipt of a signed Form 8453-EO. No tax is payable with the filing of this return.

Please be sure to call us if you have any questions.

Sincerely,

KEVIN SPROUL

2022

Federal Exempt Organization Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2022	2021	Diff
REVENUE			
Contributions and grants	8,091,132	6,591,816	1,499,316
Investment income	122	37	85
Total revenue	8,091,254	6,591,853	1,499,401
EXPENSES			
Salaries, other compen., emp. benefits	5,814,631	5,727,100	87,531
Other expenses	2,274,625	1,911,397	363,228
Total expenses	8,089,256	7,638,497	450,759
NET ASSETS OR FUND BALANCES			
Revenue less expenses	1,998	-1,046,644	1,048,642
Total assets at end of year	2,609,268	2,079,834	529,434
Total liabilities at end of year	1,582,188	1,054,752	527,436
Net assets/fund balances at end of year	1,027,080	1,025,082	1,998

2022

California 199 Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2022	2021	Diff
RECEIPTS AND REVENUES			
Gross sales or receipts	122	37	85
Gross contributions, gifts, & grants	8,091,132	6,591,816	1,499,316
Total gross receipts	8,091,254	6,591,853	1,499,401
Total costs	0	0	0
Total gross income	8,091,254	6,591,853	1,499,401
EXPENSES			
Total expenses	8,089,256	7,638,497	450,759
Excess receipts over expenses	1,998	-1,046,644	1,048,642
FILING FEE			
Filing fee	0	0	0
Balance due	0	0	0

Forms needed for this return

Federal: 990, Sch A, Sch B, Sch D, Sch E, Sch J, Sch O, Sch R
California: 199, Sch B, 8453-EO, e-file Instructions

Carryovers to 2023

None

Preparer e-file Instructions - Federal

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The organization's Federal tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 990
The organization should review their Federal Return along with any accompanying schedules and statements.

Paperless e-file
The organization should read, sign and date the Form 8879-TE, IRS e-file Signature Authorization.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access the program and get your first acknowledgement (ACK) that the program has received your transmission file.

Access the program again after 24 and then 48 hours to receive your Federal ACKs.

Keep a signed copy of Form 8879-TE, IRS e-file Signature Authorization in your files for 3 years.

Do not mail:

Form 8879-TE IRS e-file Signature Authorization

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The entity's 2022 California tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 199
The entity should review their 2022 California Exempt Income Tax Return along with any accompanying schedules and statements.

Form 8453-EO
The entity should review, sign and date Form 8453-EO prior to e-filing the return.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access ProConnect Tax Online and get your first acknowledgement (ACK) that ProConnect Tax Online has received your transmission file.

Access ProConnect Tax Online again after 24 and then 48 hours to receive your California acknowledgements.

Keep a signed copy of Form 8453-EO in your files for 4 years.

Do Not Mail:
Form 8453-EO

Franchise Tax Board, PO Box 942857, Sacramento CA 94257-0531

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

Form 990, Part III, Line 4e
Program Services Totals

	Program Services Total	Form 990	Source
Total Expenses	6,239,067.	6,239,067.	Part IX, Line 25, Col. B
Grants	0.	0.	Part IX, Lines 1-3, Col. B
Revenue	0.	0.	Part VIII, Line 2, Col. A

Form 990, Part IX, Line 11g
Other Fees For Services

	(A) Total	(B) Program Services	(C) Management & General	(D) Fund-raising
BANKING AND SERVICE CHARGES	37,177.		37,177.	
DISTRICT OVERSIGHT	43,114.		43,114.	
PROFESSIONAL CONSULTING	391,791.	370,507.	21,284.	
Total	$ 472,082.	$ 370,507.	$ 101,575.	$ 0.

Form 990, Part IX, Line 24e
Other Expenses

	(A) Total	(B) Program Services	(C) Management & General	(D) Fundraising
MISCELLANEOUS	14,190.		14,190.	
Operatins & Housekeeping	694.		694.	
Total	$ 14,884.	$ 0.	$ 14,884.	$ 0.

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for a Tax Exempt Entity

For calendar year 2022, or fiscal year beginning 7/01, 2022, and ending 6/30, 20 2023

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2022

Name of filer: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

EIN or SSN: 26-0209835

Name and title of officer or person subject to tax

CALEB BUCKLEY Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 8,091,254.
2a Form 990-EZ check here	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	**4b**
5a Form 8868 check here	[ ]	**b Balance due** (Form 8868, line 3c)	**5b**
6a Form 990-T check here	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	**6b**
7a Form 4720 check here	[ ]	**b Total tax** (Form 4720, Part III, line 1)	**7b**
8a Form 5227 check here	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	**8b**
9a Form 5330 check here	[ ]	**b Tax due** (Form 5330, Part II, line 19)	**9b**
10a Form 8038-CP check here	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	**10b**

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize Wilkinson Hadley King & Co. LLP (ERO firm name) to enter my PIN 66843 (Enter five numbers, but do not enter all zeros) as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax _____ Date _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30313312278 (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature KEVIN SPROUL Date _____

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

BAA For Privacy and Paperwork Reduction Act Notice, see instructions. TEEA8800L 09/26/22 Form **8879-TE** (2022)

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning 7/01 , 2022, and ending 6/30 , 20 2023

B Check if applicable: Address change; Name change; Initial return; Final return/terminated; Amended return; Application pending

C
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

D Employer identification number: 26-0209835

E Telephone number: 916 597-1478

G Gross receipts $ 8,091,254.

F Name and address of principal officer: Same As C Above

H(a) Is this a group return for subordinates? Yes [X] No

H(b) Are all subordinates included? Yes No
If "No," attach a list. See instructions.

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: WWW.GOLDENVALLEYCHARTERSCHOOL.ORG

H(c) Group exemption number

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other

L Year of formation: 2007

M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Check this box [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	6
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	129
6	Total number of volunteers (estimate if necessary)	6	70
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	6,591,816.	8,091,132.
	9	Program service revenue (Part VIII, line 2g)		
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	37.	122.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	6,591,853.	8,091,254.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	5,727,100.	5,814,631.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	b	Total fundraising expenses (Part IX, column (D), line 25)		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,911,397.	2,274,625.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	7,638,497.	8,089,256.
	19	Revenue less expenses. Subtract line 18 from line 12	-1,046,644.	1,998.
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	2,079,834.	2,609,268.
	21	Total liabilities (Part X, line 26)	1,054,752.	1,582,188.
	22	Net assets or fund balances. Subtract line 21 from line 20	1,025,082.	1,027,080.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: Date

CALEB BUCKLEY, Executive Director
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
KEVIN SPROUL	KEVIN SPROUL			P02037139

Firm's name: Wilkinson Hadley King & Co. LLP
Firm's address: 218 W. Douglas Ave, El Cajon, CA 92020
Firm's EIN: 52-2354566
Phone no.: 619-447-6700

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

BAA For Paperwork Reduction Act Notice, see the separate instructions. TEEA0101L 09/01/22 Form **990** (2022)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:

TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 6,239,067. including grants of $) (Revenue $)

OPERATION OF PUBLIC CHARTER SCHOOLS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 6,239,067.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? If a "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV	28a		X
b	A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? If "Yes," complete Schedule L, Part IV	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? If "Yes," complete Schedule M	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I	33		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	14		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c		

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 129			
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
3a Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		3b		
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b If "Yes," enter the name of the foreign country:				
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7 Organizations that may receive deductible contributions under section 170(c).				
a Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9 Sponsoring organizations maintaining donor advised funds.				
a Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10 Section 501(c)(7) organizations. Enter:				
a Initiation fees and capital contributions included on Part VIII, line 12	10a			
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11 Section 501(c)(12) organizations. Enter:				
a Gross income from members or shareholders	11a			
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		12a		
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13 Section 501(c)(29) qualified nonprofit health insurance issuers.				
a Is the organization licensed to issue qualified health plans in more than one state?		13a		
Note: See the instructions for additional information the organization must report on Schedule O.				
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c Enter the amount of reserves on hand	13c			
14a Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		14b		
15 Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		15		X
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		16		X
17 Section 501(c)(21) organizations. Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If "Yes," complete Form 6069.		17		

Part VI **Governance, Management, and Disclosure.** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ..... [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year ..... If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a	6		
b	Enter the number of voting members included on line 1a, above, who are independent	1b	6		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		5		X
6	Did the organization have members or stockholders?		6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?		8a	X	
b	Each committee with authority to act on behalf of the governing body?		8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O.*		9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," *describe on Schedule O how this was done* See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13		X
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official See Schedule O	15a	X	
b	Other officers or key employees of the organization See Schedule O	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [X] Other *(explain on Schedule O)* See Sch. O

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records.

CSMC 43460 RIDGE PARK DR., STE 100 TEMECULA CA 92590 888 994-2762

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) CALEB BUCKLEY	40									
Executive Dir.	0			X				153,524.	0.	5,224.
(2) ADAM ERRINGTON	1									
Director	0	X						0.	0.	0.
(3) JENNIFER HUETTER	1									
Chairman	0	X		X				0.	0.	0.
(4) STEPHEN QUADRO	1									
Director	0	X						0.	0.	0.
(5) Katie Gerski-Keller	1									
Director	0	X						0.	0.	0.
(6) Ekaterina Khnelniker	1									
Director	0	X						0.	0.	0.
(7) MEREDITH WILLSEN	1									
Director	0	X						0.	0.	0.
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee) Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1b Subtotal								153,524.	0.	5,224.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								153,524.	0.	5,224.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 1

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete *Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? If "Yes," complete *Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete *Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	7,777,481.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	313,651.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		8,091,132.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		122.			122.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real / (ii) Personal				
	6a Gross rents	6a				
	b Less: rental expenses	6b				
	c Rental income or (loss)	6c				
	d Net rental income or (loss)					
		(i) Securities / (ii) Other				
	7a Gross amount from sales of assets other than inventory	7a				
	b Less: cost or other basis and sales expenses	7b				
	c Gain or (loss)	7c				
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b Less: direct expenses	8b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	9a				
	b Less: direct expenses	9b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	10a				
	b Less: cost of goods sold	10b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		8,091,254.	0.	0.	122.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	337,574.	0.	337,574.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	3,862,789.	3,205,471.	657,318.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,017,097.	786,467.	230,630.	
9 Other employee benefits	420,467.	322,972.	97,495.	
10 Payroll taxes	176,704.	116,047.	60,657.	
11 Fees for services (nonemployees):				
a Management	125,144.		125,144.	
b Legal	2,938.		2,938.	
c Accounting	10,200.		10,200.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	472,082.	370,507.	101,575.	
12 Advertising and promotion	43,538.		43,538.	
13 Office expenses				
14 Information technology	19,200.	13,752.	5,448.	
15 Royalties				
16 Occupancy	669,559.	639,298.	30,261.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	57,309.	53,734.	3,575.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	4,113.	4,113.		
23 Insurance	103,142.		103,142.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS & SUPPLIES	628,741.	619,079.	9,662.	
b STUDENT EVENTS	92,590.	92,590.		
c EQUIPMENT RENTAL/REPAIR	16,380.	15,037.	1,343.	
d Dues & Memberships	14,805.		14,805.	
e All other expenses	14,884.		14,884.	
25 **Total functional expenses.** Add lines 1 through 24e	8,089,256.	6,239,067.	1,850,189.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash – non-interest bearing		1,657,538.	1	1,254,355.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		299,924.	4	1,135,483.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		113,805.	9	214,975.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 20,562.			
	b	Less: accumulated depreciation	10b 16,107.	8,567.	10c	4,455.
	11	Investments – publicly traded securities			11	
	12	Investments – other securities. See Part IV, line 11			12	
	13	Investments – program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		2,079,834.	16	2,609,268.
Liabilities	17	Accounts payable and accrued expenses		689,533.	17	1,066,975.
	18	Grants payable			18	
	19	Deferred revenue		365,219.	19	515,213.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		1,054,752.	26	1,582,188.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		1,025,082.	27	1,027,080.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		1,025,082.	32	1,027,080.
	33	Total liabilities and net assets/fund balances		2,079,834.	33	2,609,268.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	8,091,254.
2	Total expenses (must equal Part IX, column (A), line 25)	2	8,089,256.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,998.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,025,082.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,027,080.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		X
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I **Reason for Public Charity Status.** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 [ ] An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a [ ] **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b [ ] **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c [ ] **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d [ ] **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e [ ] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

TEEA0401L 09/09/22

Schedule A (Form 990) 2022

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2021 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2022.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support test—2021.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10%-facts-and-circumstances test—2022.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10%-facts-and-circumstances test—2021.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2022** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2021** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2022.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support tests—2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes" and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b **Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c **Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* ***Part VI.***	6		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* ***Part VI.***	9a		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* ***Part VI.***	9b		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* ***Part VI.***	9c		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?			
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b A family member of a person described on line 11a above?	11b		
c A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

		Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

		Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

		Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2 Activities Test. ***Answer lines 2a and 2b below.***			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3 Parent of Supported Organizations. ***Answer lines 3a and 3b below.***			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No," provide details in* ***Part VI.***	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* ***Part VI*** *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (explain in detail in ***Part VI***):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D – Distributions

			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – provide details in **Part VI**)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2022 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1 Distributable amount for 2022 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2022 (reasonable cause required – explain in **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2022			
a From 2017			
b From 2018			
c From 2019			
d From 2020			
e From 2021			
f **Total** of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2022 distributable amount			
i Carryover from 2017 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2022 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2022 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in **Part VI**. See instructions.			
6 Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7 **Excess distributions carryover to 2023.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2018			
b Excess from 2019			
c Excess from 2020			
d Excess from 2021			
e Excess from 2022			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2022)

TEEA0701L 7/22/22

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,024,393.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,542,051.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 211,037.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after July 25, 2006 and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements				
d Equipment		20,562.	16,107.	4,455.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)*				4,455.

Part VII Investments – Other Securities. N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)*		

Part VIII Investments – Program Related. N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)*		

Part IX Other Assets. N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)*	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)*	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ..... See Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	8,091,254.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	8,091,254.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	8,091,254.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	8,089,256.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	8,089,256.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	8,089,256.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

THE SCHOOL FOLLOWS PROVISIONS OF UNCERTAIN TAX POSITIONS AS ADDRESSED IN ASC 958. THE SCHOOL RECOGNIZES ACCRUED INTEREST AND PENALTIES ASSOCIATED WITH UNCERTAIN TAX POSITIONS AS PART OF THE INCOME TAX PROVISION, WHEN APPLICABLE. THERE ARE NO AMOUNTS ACCRUED IN THE FINANCIAL STATEMENTS RELATED TO UNCERTAIN TAX POSITIONS FOR THE YEAR ENDED JUNE 30, 2023.

SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II.	3	X	
	RACIALLY NONDISCIMINIATORY POLICY. THE CHARTER SCHOOL MAINTAINS ALL WRITTEN POLICIES IN A BINDER IN THE SCHOOL OFFICE AND IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a		X
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2022

TEEA3401L 06/27/22

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

SCHEDULE J
(Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I Questions Regarding Compensation

		Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
☐ First-class or charter travel ☐ Housing allowance or residence for personal use			
☐ Travel for companions ☐ Payments for business use of personal residence			
☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees			
☐ Discretionary spending account ☐ Personal services (such as maid, chauffeur, chef)			
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
☐ Compensation committee ☐ Written employment contract			
☐ Independent compensation consultant ☐ Compensation survey or study			
☐ Form 990 of other organizations ☐ Approval by the board or compensation committee			
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a Receive a severance payment or change-of-control payment?	4a		X
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c Participate in or receive payment from an equity-based compensation arrangement?	4c		X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a The organization?	5a		X
b Any related organization?	5b		X
If "Yes" on line 5a or 5b, describe in Part III.			
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a The organization?	6a		X
b Any related organization?	6b		X
If "Yes" on line 6a or 6b, describe in Part III.			
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule J (Form 990) 2022**

TEEA4101L 07/25/22

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
CALEB BUCKLEY	(i)	153,524.	0.	0.	0.	5,224.	158,748.	0.
1 Executive Dir.	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8; and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Form 990, Part VI, Line 11b - Form 990 Review Process

FORM 990 IS REVIEWED BY THE SIGNING OFFICER BEFORE FILING.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

FORM 700 AND ONLINE ETHICS TRAINING IS REQUIRED. THE POLICY IS REVIEWED ANNUALLY.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 18 - Explanation of Other Means Forms Available For Public Inspection

DOCUMENTS ARE AVAILABLE UPON REQUEST.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

THE ORGANIZATION PROVIDES THE PUBLIC WITH ACCESS TO ITS PUBLIC RECORDS IN ACCORDANCE WITH LEGAL REQUIREMENTS AND MAY DENY DISCLOSURE OF RECORDS BASED ON THE PURPOSE FOR WHICH THE RECORD IS REQUESTED. GOVERNING DOCUMENTS AND POLICIES ARE MADE AVAILABLE ON THE ORGANIZATION'S WEBSITE. DOCUMENTATION SUCH AS TAX FORMS AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC UPON REQUEST.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity? Yes	No
(1) GOLDEN VALLEY EDUCATION FOUNDATION 9601 LAKE WATOMA DRIVE ORANGEVALE, CA 95662 68-0479922	RAISE FUNDS FOR GOLDEN VALLEY SCHOOL	CA	501C3	LINE 8	N/A		X
(2)							
(3)							
(4)							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. TEA0301L 07/01/22 Schedule R (Form 990) 2022

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) Disproportionate allocations? No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) General or managing partner? No	(k) Percentage ownership
(1)												
(2)												
(3)												

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity? Yes	(i) Sec 512(b)(13) controlled entity? No
(1)									
(2)									
(3)									

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

		Yes	No
Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.			
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity	1a		X
b Gift, grant, or capital contribution to related organization(s)	1b		X
c Gift, grant, or capital contribution from related organization(s)	1c		X
d Loans or loan guarantees to or for related organization(s)	1d		X
e Loans or loan guarantees by related organization(s)	1e		X
f Dividends from related organization(s)	1f		X
g Sale of assets to related organization(s)	1g		X
h Purchase of assets from related organization(s)	1h		X
i Exchange of assets with related organization(s)	1i		X
j Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k Lease of facilities, equipment, or other assets from related organization(s)	1k		X
l Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o Sharing of paid employees with related organization(s)	1o		X
p Reimbursement paid to related organization(s) for expenses	1p		X
q Reimbursement paid by related organization(s) for expenses	1q		X
r Other transfer of cash or property to related organization(s)	1r		X
s Other transfer of cash or property from related organization(s)	1s		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													

Part VII **Supplemental Information**
Provide additional information for responses to questions on Schedule R. See instructions.

089

Date Accepted: _____ **DO NOT MAIL THIS FORM TO THE FTB**

TAXABLE YEAR **2022**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name: GOLDEN VALLEY CHARTER SCHOOLS

Identifying number: 26-0209835

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	8,091,254.
2	Total gross income (Form 199, line 8)	2	8,091,254.
3	Total expenses and disbursements (Form 199, line 9)	3	8,089,256.

Part II Settle Your Account Electronically for Taxable Year 2022

4 ☐ Electronic funds withdrawal **4a** Amount _____ **4b** Withdrawal date (mm/dd/yyyy) _____

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____

6 Account number _____ 7 Type of account: ☐ Checking ☐ Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2022 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

Sign Here ▶ Signature of officer _____ Date _____ ▶ Title: EXECUTIVE DIRECTOR

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer. See instructions.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2022 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ KEVIN SPROUL | Date: | Check if also paid preparer: X | Check if self-employed: ☐ | ERO's PTIN: P02037139

Firm's name (or yours if self-employed) and address ▶ WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON CA ZIP code 92020

Firm's FEIN: 52-2354566

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ | Date: | Check if self-employed: ☐ | Paid preparer's PTIN:

Firm's name (or yours if self-employed) and address ▶ | Firm's FEIN: | ZIP code:

FTB 8453-EO 2022

CREATOR(L) 11/17/22

TAXABLE YEAR **2022**

California Exempt Organization Annual Information Return

FORM **199**

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) 7/01/2022 and ending (mm/dd/yyyy) 6/30/2023

Corporation/Organization name: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

California corporation number: 2931999

Additional information. See instructions.

FEIN: 26-0209835

Street address (suite or room): 1000 RIVER PARK DRIVE SUITE 220

PMB no.

City: FOLSOM | State: CA | Zip code: 95630

Foreign country name | Foreign province/state/county | Foreign postal code

A First return ☐ Yes ☒ No

B Amended return ● ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ●

E Check accounting method:
1 ☐ Cash 2 ☒ Accrual 3 ☐ Other

F Federal return filed? 1 ● ☐ 990T 2 ● ☐ 990-PF 3 ● ☐ Sch H (990)
4 ☐ Other 990 series

G Is this a group filing? See instructions ● ☐ Yes ☒ No

H Is this organization in a group exemption ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions ● ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $

L Is the organization a limited liability company? ● ☐ Yes ☒ No

M Did the organization file Form 100 or Form 109 to report taxable income? ● ☐ Yes ☒ No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ● ☐ Yes ☒ No

O Is federal Form 1023/1024 pending? ☐ Yes ☐ No
Date filed with IRS

Part I **Complete Part I unless not required to file this form. See General Information B and C.**

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●	1	122.
	2	Gross dues and assessments from members and affiliates ●	2	
	3	Gross contributions, gifts, grants, and similar amounts received SEE SCH. B ●	3	8,091,132.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B ●	4	8,091,254.
	5	Cost of goods sold ● 5		
	6	Cost or other basis, and sales expenses of assets sold ● 6		
	7	Total costs. Add line 5 and line 6	7	
	8	Total gross income. Subtract line 7 from line 4 ●	8	8,091,254.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●	9	8,089,256.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●	10	1,998.
Filing Fee	11	Total payments ●	11	
	12	Use tax. See General Information K ●	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●	14	
	15	Penalties and interest. See General Information J	15	
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉	16	0.

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ► | Title: EXECUTIVE DIRECTOR | Date | ● Telephone: 916 597-1478

Paid Preparer's Use Only

Preparer's signature ► KEVIN SPROUL | Date | Check if self-employed ► ☐ | ● PTIN: P02037139

Firm's name (or yours, if self-employed) and address ► WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020

● Firm's FEIN: 52-2354566

● Telephone: 619-447-6700

May the FTB discuss this return with the preparer shown above? See instructions ● ☒ Yes ☐ No

GOLDEN VALLEY CHARTER SCHOOLS 26-0209835

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts – complete Part II or furnish substitute information.**

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1	
	2	Interest	2	
	3	Dividends	3	
	4	Gross rents	4	
	5	Gross royalties	5	
	6	Gross amount received from sale of assets (See instructions)	6	
	7	Other income. Attach schedule SEE STATEMENT 1	7	122.
	8	**Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	122.
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule	9	
	10	Disbursements to or for members	10	
	11	Compensation of officers, directors, and trustees. Attach schedule	11	337,574.
	12	Other salaries and wages	12	3,862,789.
	13	Interest	13	
	14	Taxes	14	176,704.
	15	Rents	15	669,559.
	16	Depreciation and depletion (See instructions)	16	4,113.
	17	Other expenses and disbursements. Attach schedule SEE STATEMENT 2	17	3,038,517.
	18	**Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	8,089,256.

Schedule L **Balance Sheet**

	Beginning of taxable year		End of taxable year	
Assets	(a)	(b)	(c)	(d)
1 Cash		1,657,538.		1,254,355.
2 Net accounts receivable		299,924.		1,135,483.
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	20,563.		20,562.	
b Less accumulated depreciation	11,996.	8,567.	16,107.	4,455.
11 Land				
12 Other assets. Attach schedule STM 3		113,805.		214,975.
13 **Total assets**		2,079,834.		2,609,268.
Liabilities and net worth				
14 Accounts payable		689,533.		1,066,975.
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STM 4		365,219.		515,213.
19 Capital stock or principal fund		1,025,082.		1,027,080.
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund				
22 **Total liabilities and net worth**		2,079,834.		2,609,268.

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	1,998.	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	1,998.
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	1,998.		

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

California Copy
Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2022)

TEEA0701L 7/22/22

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,024,393.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,542,051.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 211,037.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

Statement 1
Form 199, Part II, Line 7
Other Income

Other Investment Income	$	122.
Total	$	122.

Statement 2
Form 199, Part II, Line 17
Other Expenses

Accounting Fees	$	10,200.
Advertising and Promotion		43,538.
BOOKS & SUPPLIES		628,741.
Conferences, Conventions, and Meetings		57,309.
Dues & Memberships		14,805.
EQUIPMENT RENTAL/REPAIR		16,380.
Information Technology		19,200.
Insurance		103,142.
Legal Fees		2,938.
Management fees		125,144.
MISCELLANEOUS		14,190.
Operatins & Housekeeping		694.
Other Employee Benefit		420,467.
Other fees		472,082.
Pension Plan Contributions		1,017,097.
STUDENT EVENTS		92,590.
Total	$	3,038,517.

Statement 3
Form 199, Schedule L, Line 12
Other Assets

Prepaid Expenses and Deferred Charges		214,975.
Total	$	214,975.

Statement 4
Form 199, Schedule L, Line 18
Other Liabilities

Deferred Revenue		515,213.
Total	$	515,213.

WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020
619-447-6700

May 8, 2025

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

Dear Client:

Your 2023 Federal Return of Organization Exempt from Income Tax will be electronically filed with the Internal Revenue Service upon receipt of a signed Form 8879-TE - IRS e-file Signature Authorization. No tax is payable with the filing of this return.

Your 2023 California Exempt Organization Annual Information Return will be electronically filed with the Franchise Tax Board upon receipt of a signed Form 8453-EO. No tax is payable with the filing of this return.

Please be sure to call us if you have any questions.

Sincerely,

KEVIN SPROUL

2023

Federal Exempt Organization Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2023	2022	Diff
REVENUE			
Contributions and grants	8,779,394	8,091,132	688,262
Investment income	274	122	152
Total revenue	8,779,668	8,091,254	688,414
EXPENSES			
Salaries, other compen., emp. benefits	6,421,413	5,814,631	606,782
Other expenses	2,616,813	2,274,625	342,188
Total expenses	9,038,226	8,089,256	948,970
NET ASSETS OR FUND BALANCES			
Revenue less expenses	-258,558	1,998	-260,556
Total assets at end of year	2,275,802	2,609,268	-333,466
Total liabilities at end of year	1,507,280	1,582,188	-74,908
Net assets/fund balances at end of year	768,522	1,027,080	-258,558

2023

California 199 Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2023	2022	Diff
RECEIPTS AND REVENUES			
Gross sales or receipts	274	122	152
Gross contributions, gifts, & grants	8,779,394	8,091,132	688,262
Total gross receipts	8,779,668	8,091,254	688,414
Total costs	0	0	0
Total gross income	8,779,668	8,091,254	688,414
EXPENSES			
Total expenses	9,038,226	8,089,256	948,970
Excess receipts over expenses	-258,558	1,998	-260,556
FILING FEE			
Filing fee	0	0	0
Balance due	0	0	0

Forms needed for this return

Federal: 990, Sch A, Sch B, Sch D, Sch E, Sch J, Sch O, Sch R, 8868
California: 199, Sch B, 3885, 8453-EO (199), e-file Instructions

Carryovers to 2024

None

Preparer e-file Instructions - Federal

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The organization's Federal tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 990
The organization should review their Federal Return along with any accompanying schedules and statements.

Paperless e-file
The organization should read, sign and date the Form 8879-TE, IRS e-file Signature Authorization.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access the program and get your first acknowledgement (ACK) that the program has received your transmission file.

Access the program again after 24 and then 48 hours to receive your Federal ACKs.

Keep a signed copy of Form 8879-TE, IRS e-file Signature Authorization in your files for 3 years.

Do not mail:

Form 8879-TE IRS e-file Signature Authorization

The organization's Federal tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 8868
No signature is required with Form 8868.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access the program and get your first acknowledgement (ACK) that the program has received your transmission file.

Access the program again after 24 and then 48 hours to receive your Federal ACKs.

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The entity's 2023 California tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 199
The entity should review their 2023 California Exempt Income Tax Return along with any accompanying schedules and statements.

Form 8453-EO
The entity should review, sign and date Form 8453-EO prior to e-filing the return.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access ProConnect Tax Online and get your first acknowledgement (ACK) that ProConnect Tax Online has received your transmission file.

Access ProConnect Tax Online again after 24 and then 48 hours to receive your California acknowledgements.

Keep a signed copy of Form 8453-EO in your files for 4 years.

Do Not Mail:
Form 8453-EO

Franchise Tax Board, PO Box 942857, Sacramento CA 94257-0531

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

Form 990, Part III, Line 4e
Program Services Totals

	Program Services Total	Form 990	Source
Total Expenses	6,953,316.	6,953,316.	Part IX, Line 25, Col. B
Grants	0.	0.	Part IX, Lines 1-3, Col. B
Revenue	0.	0.	Part VIII, Line 2, Col. A

Form 990, Part IX, Line 11g
Other Fees For Services

	(A) Total	(B) Program Services	(C) Management & General	(D) Fund-raising
BANKING AND SERVICE CHARGES	44,169.		44,169.	
DISTRICT OVERSIGHT	63,902.		63,902.	
PROFESSIONAL CONSULTING	454,510.	454,510.		
Total	$ 562,581.	$ 454,510.	$ 108,071.	$ 0.

Form 990, Part IX, Line 24e
Other Expenses

	(A) Total	(B) Program Services	(C) Management & General	(D) Fundraising
EQUIPMENT RENTAL/REPAIR	15,929.	15,929.		
Operatins & Housekeeping	910.	910.		
Total	$ 16,839.	$ 16,839.	$ 0.	$ 0.

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2023, or fiscal year beginning 7/01, 2023, and ending 6/30, 20 2024

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2023

Name of filer: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

EIN or SSN: 26-0209835

Name and title of officer or person subject to tax

CALEB BUCKLEY Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b 8,779,668.
2a Form 990-EZ check here	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here	[ ]	**b Total tax** (Form 1120-POL, line 22)	3b
4a Form 990-PF check here	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b
5a Form 8868 check here	[ ]	**b Balance due** (Form 8868, line 3c)	5b
6a Form 990-T check here	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	6b
7a Form 4720 check here	[ ]	**b Total tax** (Form 4720, Part III, line 1)	7b
8a Form 5227 check here	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	8b
9a Form 5330 check here	[ ]	**b Tax due** (Form 5330, Part II, line 19)	9b
10a Form 8038-CP check here	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2023 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize Wilkinson Hadley King & Co. LLP (ERO firm name) to enter my PIN 52436 (Enter five numbers, but do not enter all zeros) as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax _____ Date _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30313312278 (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2023 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature KEVIN SPROUL Date _____

ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

BAA For Privacy and Paperwork Reduction Act Notice, see instructions. TEEA8809L 11/17/23 Form **8879-TE** (2023)

Form **8868**

(Rev. January 2024)

Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return or Excise Taxes Related to Employee Benefit Plans

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I — Identification

Type or Print

File by the due date for filing your return. See instructions.

Name of exempt organization, employer, or other filer, see instructions.
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Taxpayer identification number (TIN)
26-0209835

Number, street, and room or suite number. If a P.O. box, see instructions.
1000 RIVER PARK DRIVE SUITE 220

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
FOLSOM, CA 95630

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (section 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

- After you enter your Return Code, complete either Part II or Part III. Part II, including signature, is applicable only for an extension of time to file Form 5330.
- If this application is for an extension of time to file Form 5330, you must enter the following information.
  Plan Name _____
  Plan Number _____
  Plan Year Ending (MM/DD/YYYY)

Part II — Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of CSMC 43460 RIDGE PARK DR., STE 100 TEMECULA CA 92590
Telephone No. 888 994-2762 Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box ..... ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ..... ☐, If it is for part of the group, check this box ..... ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 25, to file the **exempt organization return** for the organization named above. The extension is for the organization's return for:
☐ calendar year 20 ____ or
☒ tax year beginning 7/01, 20 23, and ending 6/30, 20 24.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions. FIF2290 L 09/01/23 Form **8868** (Rev. 1-2024)

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

A For the 2023 calendar year, or tax year beginning 7/01 , 2023, and ending 6/30 , 20 2024

B Check if applicable: [ ] Address change [ ] Name change [ ] Initial return [ ] Final return/terminated [ ] Amended return [ ] Application pending

C
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

D Employer identification number: 26-0209835

E Telephone number: 916 597-1478

G Gross receipts $ 8,779,668.

F Name and address of principal officer: Same As C Above

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. See instructions.

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: WWW.GOLDENVALLEYCHARTERSCHOOL.ORG

H(c) Group exemption number

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other

L Year of formation: 2007

M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Check this box [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	130
6	Total number of volunteers (estimate if necessary)	6	70
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	8,091,132.	8,779,394.
	9	Program service revenue (Part VIII, line 2g)		
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	122.	274.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,091,254.	8,779,668.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	5,814,631.	6,421,413.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	b	Total fundraising expenses (Part IX, column (D), line 25)		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	2,274,625.	2,616,813.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	8,089,256.	9,038,226.
	19	Revenue less expenses. Subtract line 18 from line 12	1,998.	-258,558.
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	2,609,269.	2,275,802.
	21	Total liabilities (Part X, line 26)	1,582,189.	1,507,280.
	22	Net assets or fund balances. Subtract line 21 from line 20	1,027,080.	768,522.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: CALEB BUCKLEY — Date

Type or print name and title: Executive Director

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
KEVIN SPROUL	KEVIN SPROUL			P02037139

Firm's name: Wilkinson Hadley King & Co. LLP
Firm's address: 218 W. Douglas Ave, El Cajon, CA 92020
Firm's EIN: 52-2354566
Phone no.: 619-447-6700

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

BAA For Paperwork Reduction Act Notice, see the separate instructions. TEEA0101L 08/23/23 Form **990** (2023)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:

TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 6,953,316. including grants of $) (Revenue $)

OPERATION OF PUBLIC CHARTER SCHOOLS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 6,953,316.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions).			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV	28a		X
b	A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? If "Yes," complete Schedule L, Part IV	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? If "Yes," complete Schedule M	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I	33		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	14		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c		

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 130			
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
3a Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		3b		
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b If "Yes," enter the name of the foreign country:				
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7 Organizations that may receive deductible contributions under section 170(c).				
a Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9 Sponsoring organizations maintaining donor advised funds.				
a Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10 Section 501(c)(7) organizations. Enter:				
a Initiation fees and capital contributions included on Part VIII, line 12	10a			
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11 Section 501(c)(12) organizations. Enter:				
a Gross income from members or shareholders	11a			
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		12a		
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13 Section 501(c)(29) qualified nonprofit health insurance issuers.				
a Is the organization licensed to issue qualified health plans in more than one state?		13a		
Note: See the instructions for additional information the organization must report on Schedule O.				
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c Enter the amount of reserves on hand	13c			
14a Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		14b		
15 Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		15		X
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		16		X
17 Section 501(c)(21) organizations. Did the trust, or any disqualified or other person, engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If "Yes," complete Form 6069.		17		

Part VI **Governance, Management, and Disclosure.** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ..... [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year ..... If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a	5		
b	Enter the number of voting members included on line 1a, above, who are independent	1b	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		5		X
6	Did the organization have members or stockholders?		6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?		8a	X	
b	Each committee with authority to act on behalf of the governing body?		8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O.*		9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done* ... See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13		X
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official ... See Schedule O	15a	X	
b	Other officers or key employees of the organization ... See Schedule O	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [X] Other *(explain on Schedule O)* See Sch. O

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records.

CSMC 43460 RIDGE PARK DR., STE 100 TEMECULA CA 92590 888 994-2762

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee) Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) CALEB BUCKLEY	40									
Executive Dir.	0			X				156,507.	0.	0.
(2) ADAM ERRINGTON	1									
Director	0	X						0.	0.	0.
(3) STEPHEN QUADRO	1									
Director	0	X						0.	0.	0.
(4) Katie Gerski-Keller	1									
Chairman	0	X						0.	0.	0.
(5) Ekaterina Khnelniker	1									
Director	0	X						0.	0.	0.
(6) MEREDITH WILLSEN	1									
Chairman	0	X						0.	0.	0.
(7)										
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1b Subtotal								156,507.	0.	0.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								156,507.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 1

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete *Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? If "Yes," complete *Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete *Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
ASPIRE CONSULTING BEHAVIOR LLC PO BOX 1201 FAIR BANKS, CA 95628	BEHAVIOR CONSULTANTS	135,566.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 1

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	8,411,421.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	367,973.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		8,779,394.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		274.			274.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents	6a				
	b Less: rental expenses	6b				
	c Rental income or (loss)	6c				
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a				
	b Less: cost or other basis and sales expenses	7b				
	c Gain or (loss)	7c				
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b Less: direct expenses	8b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	9a				
	b Less: direct expenses	9b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	10a				
	b Less: cost of goods sold	10b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		8,779,668.	0.	0.	274.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	156,507.	0.	156,507.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	4,311,111.	3,316,135.	994,976.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,301,041.	1,000,868.	300,173.	
9 Other employee benefits	454,880.	395,137.	59,743.	
10 Payroll taxes	197,874.	125,818.	72,056.	
11 Fees for services (nonemployees):				
a Management	207,403.		207,403.	
b Legal	4,185.		4,185.	
c Accounting	15,500.		15,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	562,581.	454,510.	108,071.	
12 Advertising and promotion	638.		638.	
13 Office expenses				
14 Information technology	19,864.	19,840.	24.	
15 Royalties				
16 Occupancy	757,359.	727,098.	30,261.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	151,900.	151,336.	564.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	4,112.	4,112.		
23 Insurance	98,404.		98,404.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS & SUPPLIES	635,339.	634,462.	877.	
b STUDENT EVENTS	107,161.	107,161.		
c Dues & Memberships	18,435.		18,435.	
d MISCELLANEOUS	17,093.		17,093.	
e All other expenses	16,839.	16,839.		
25 **Total functional expenses.** Add lines 1 through 24e	9,038,226.	6,953,316.	2,084,910.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash – non-interest bearing		1,254,355.	1	475,062.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		1,135,483.	4	1,674,378.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		214,975.	9	124,638.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 21,943.			
	b	Less: accumulated depreciation	10b 20,219.	4,456.	10c	1,724.
	11	Investments – publicly traded securities			11	
	12	Investments – other securities. See Part IV, line 11			12	
	13	Investments – program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		2,609,269.	16	2,275,802.
Liabilities	17	Accounts payable and accrued expenses		1,066,975.	17	1,109,146.
	18	Grants payable			18	
	19	Deferred revenue		515,213.	19	398,133.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		1.	25	1.
	26	**Total liabilities.** Add lines 17 through 25		1,582,189.	26	1,507,280.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		1,027,080.	27	768,522.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		1,027,080.	32	768,522.
	33	Total liabilities and net assets/fund balances		2,609,269.	33	2,275,802.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	8,779,668.
2	Total expenses (must equal Part IX, column (A), line 25)	2	9,038,226.
3	Revenue less expenses. Subtract line 2 from line 1	3	-258,558.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	1,027,080.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	768,522.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both. ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both. ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		X
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization	Employer identification number
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL	26-0209835

Part I **Reason for Public Charity Status.** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 [ ] An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a [ ] **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b [ ] **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c [ ] **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d [ ] **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e [ ] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990) 2023

TEEA0401L 08/14/23

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2023 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2022 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2023.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support test—2022.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10%-facts-and-circumstances test—2023.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10%-facts-and-circumstances test—2022.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2023** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2022** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2023.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support tests—2022.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes" and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b **Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c **Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* ***Part VI.***	6		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* ***Part VI.***	9a		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* ***Part VI.***	9b		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* ***Part VI.***	9c		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?			
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b A family member of a person described on line 11a above?	11b		
c A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

		Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

		Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

		Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s), or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

		Yes	No
2 Activities Test. ***Answer lines 2a and 2b below.***			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3 Parent of Supported Organizations. ***Answer lines 3a and 3b below.***			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No," provide details in* **Part VI.**	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (explain in detail in ***Part VI***):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D – Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – provide details in **Part VI**)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2023 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
1	Distributable amount for 2023 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2023 (reasonable cause required – explain in **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2023			
a	From 2018			
b	From 2019			
c	From 2020			
d	From 2021			
e	From 2022			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2023 distributable amount			
i	Carryover from 2018 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2023 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2023 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in **Part VI**. See instructions.			
6	Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7	**Excess distributions carryover to 2024.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2019			
b	Excess from 2020			
c	Excess from 2021			
d	Excess from 2022			
e	Excess from 2023			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2023)

TEEA0701L 08/29/23

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,365,716.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,775,882.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 269,823.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included on line 2a	2c	
d Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items.

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. TEEA3301L 07/20/23 Schedule D (Form 990) 2023

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XII and complete the following table.

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		1,380.	275.	1,105.
e Other		20,563.	19,944.	619.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				1,724.

Part VII Investments – Other Securities N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, line 12, column (B))*		

Part VIII Investments – Program Related N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, line 13, column (B))*		

Part IX Other Assets N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, line 15, column (B))*	

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Rounding	1.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, line 25, column (B))*	1.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ..... See Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	8,779,668.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	8,779,668.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	8,779,668.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	9,038,226.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	9,038,226.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	9,038,226.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

THE SCHOOL FOLLOWS PROVISIONS OF UNCERTAIN TAX POSITIONS AS ADDRESSED IN ASC 958. THE SCHOOL RECOGNIZES ACCRUED INTEREST AND PENALTIES ASSOCIATED WITH UNCERTAIN TAX POSITIONS AS PART OF THE INCOME TAX PROVISION, WHEN APPLICABLE. THERE ARE NO AMOUNTS ACCRUED IN THE FINANCIAL STATEMENTS RELATED TO UNCERTAIN TAX POSITIONS FOR THE YEAR ENDED JUNE 30, 2023.

SCHEDULE E (Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II.	3	X	
	RACIALLY NONDISCIMINIATORY POLICY. THE CHARTER SCHOOL MAINTAINS ALL WRITTEN POLICIES IN A BINDER IN THE SCHOOL OFFICE AND IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a		X
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2023

TEEA3401L 06/08/23

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

SCHEDULE J
(Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I Questions Regarding Compensation

		Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
☐ First-class or charter travel ☐ Housing allowance or residence for personal use			
☐ Travel for companions ☐ Payments for business use of personal residence			
☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees			
☐ Discretionary spending account ☐ Personal services (such as maid, chauffeur, chef)			
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
☐ Compensation committee ☐ Written employment contract			
☐ Independent compensation consultant ☐ Compensation survey or study			
☐ Form 990 of other organizations ☐ Approval by the board or compensation committee			
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a Receive a severance payment or change-of-control payment?	4a		X
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c Participate in or receive payment from an equity-based compensation arrangement?	4c		X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a The organization?	5a		X
b Any related organization?	5b		X
If "Yes" on line 5a or 5b, describe in Part III.			
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a The organization?	6a		X
b Any related organization?	6b		X
If "Yes" on line 6a or 6b, describe in Part III.			
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule J (Form 990) 2023**

TEEA4101L 07/03/23

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
CALEB BUCKLEY	(i)	156,507.	0.	0.	0.	0.	156,507.	0.
1 Executive Dir.	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8; and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Form 990, Part VI, Line 11b - Form 990 Review Process

FORM 990 IS REVIEWED BY THE SIGNING OFFICER BEFORE FILING.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

FORM 700 AND ONLINE ETHICS TRAINING IS REQUIRED. THE POLICY IS REVIEWED ANNUALLY.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 18 - Explanation of Other Means Forms Available For Public Inspection

DOCUMENTS ARE AVAILABLE UPON REQUEST.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

THE ORGANIZATION PROVIDES THE PUBLIC WITH ACCESS TO ITS PUBLIC RECORDS IN ACCORDANCE WITH LEGAL REQUIREMENTS AND MAY DENY DISCLOSURE OF RECORDS BASED ON THE PURPOSE FOR WHICH THE RECORD IS REQUESTED. GOVERNING DOCUMENTS AND POLICIES ARE MADE AVAILABLE ON THE ORGANIZATION'S WEBSITE. DOCUMENTATION SUCH AS TAX FORMS AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC UPON REQUEST.

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity? Yes	No
(1) GOLDEN VALLEY EDUCATION FOUNDATION 9601 LAKE WATOMA DRIVE ORANGEVALE, CA 95662 68-0479922	RAISE FUNDS FOR GOLDEN VALLEY SCHOOL	CA	501C3	LINE 8	N/A		X
(2)							
(3)							
(4)							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. TEEA0301L 07/12/23 Schedule R (Form 990) 2023

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) Disproportionate allocations? No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) General or managing partner? No	(k) Percentage ownership
(1)												
(2)												
(3)												

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity? Yes	(i) Sec 512(b)(13) controlled entity? No
(1)									
(2)									
(3)									

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

		Yes	No
Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.			
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity	1a		X
b Gift, grant, or capital contribution to related organization(s)	1b		X
c Gift, grant, or capital contribution from related organization(s)	1c		X
d Loans or loan guarantees to or for related organization(s)	1d		X
e Loans or loan guarantees by related organization(s)	1e		X
f Dividends from related organization(s)	1f		X
g Sale of assets to related organization(s)	1g		X
h Purchase of assets from related organization(s)	1h		X
i Exchange of assets with related organization(s)	1i		X
j Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k Lease of facilities, equipment, or other assets from related organization(s)	1k		X
l Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o Sharing of paid employees with related organization(s)	1o		X
p Reimbursement paid to related organization(s) for expenses	1p		X
q Reimbursement paid by related organization(s) for expenses	1q		X
r Other transfer of cash or property to related organization(s)	1r		X
s Other transfer of cash or property from related organization(s)	1s		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													

Part VII **Supplemental Information**
Provide additional information for responses to questions on Schedule R. See instructions.

089

Date Accepted

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2023**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name: GOLDEN VALLEY CHARTER SCHOOLS

Identifying number: 26-0209835

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	8,779,668.
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	8,779,668.
3	Total expenses and disbursements (Form 199, line 9)	3	9,038,226.
4	Tax due (Form 109, line 23)	4	
5	Overpayment (Form 109, line 24)	5	

Part II Settle Your Account Electronically for Taxable Year 2023

6 ☐ Direct Deposit of refund (Form 109 only.)

7 ☐ Electronic funds withdrawal **7a** Amount _____ **7b** Withdrawal date (mm/dd/yyyy) _____

Part III Schedule of Estimated Tax Payments for Taxable Year 2024 (These are NOT installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
8 Amount				
9 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

10 Routing number _____

11 Account number _____ 12 Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 6, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 7, I authorize an electronic funds withdrawal for the amount listed on line 7a and any estimated payment amounts listed on Part III, line 8 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2023 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

Sign Here ▶ Signature of officer _____ Date _____ ▶ Title: EXECUTIVE DIRECTOR

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer. See instructions.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2023 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ KEVIN SPROUL | Date | Check if also paid preparer: X | Check if self-employed: ☐ | ERO's PTIN: P02037139

Firm's name (or yours if self-employed) and address ▶ WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON CA

Firm's FEIN: 52-2354566

ZIP code: 92020

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ | Date | Check if self-employed: ☐ | Paid preparer's PTIN

Firm's name (or yours if self-employed) and address ▶

Firm's FEIN

ZIP code

FTB 8453-EO 2023

CREA7001L 01/02/24

TAXABLE YEAR **2023**

California Exempt Organization Annual Information Return

FORM **199**

Calendar Year 2023 or fiscal year beginning (mm/dd/yyyy) 7/01/2023 and ending (mm/dd/yyyy) 6/30/2024

Corporation/Organization name: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

California corporation number: 2931999

Additional information. See instructions.

FEIN: 26-0209835

Street address (suite or room): 1000 RIVER PARK DRIVE SUITE 220

FMB no.

City: FOLSOM | State: CA | ZIP code: 95630

Foreign country name | Foreign province/state/county | Foreign postal code

A First return ☐ Yes ☒ No

B Amended return ● ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ●

E Check accounting method:
1 ☐ Cash 2 ☒ Accrual 3 ☐ Other

F Federal return filed? 1 ● ☐ 990T 2 ● ☐ 990-PF 3 ● ☐ Sch H (990)
4 ☐ Other 990 series

G Is this a group filing? See instructions ● ☐ Yes ☒ No

H Is this organization in a group exemption ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions ● ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $

L Is the organization a limited liability company? ● ☐ Yes ☒ No

M Did the organization file Form 100 or Form 109 to report taxable income? ● ☐ Yes ☒ No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ● ☐ Yes ☒ No

O Is federal Form 1023/1024 pending? ☐ Yes ☐ No
Date filed with IRS

Part I **Complete Part I unless not required to file this form. See General Information B and C.**

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●	1	274.
	2	Gross dues and assessments from members and affiliates ●	2	
	3	Gross contributions, gifts, grants, and similar amounts received SEE SCH. B ●	3	8,779,394.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B ●	4	8,779,668.
	5	Cost of goods sold ● 5		
	6	Cost or other basis, and sales expenses of assets sold ● 6		
	7	Total costs. Add line 5 and line 6	7	
	8	Total gross income. Subtract line 7 from line 4 ●	8	8,779,668.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●	9	9,038,226.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●	10	-258,558.
Payments	11	Total payments ●	11	
	12	Use tax. See General Information K ●	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●	14	
	15	Penalties and interest. See General Information J	15	
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉	16	0.

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ► | Title: EXECUTIVE DIRECTOR | Date | ● Telephone: 916 597-1478

Paid Preparer's Use Only

Preparer's signature ► KEVIN SPROUL | Date | Check if self-employed ► ☐ | ● PTIN: P02037139

Firm's name (or yours, if self-employed) and address ► WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020

● Firm's FEIN: 52-2354566

● Telephone: 619-447-6700

May the FTB discuss this return with the preparer shown above? See instructions ● ☒ Yes ☐ No

DACATTUL 01/02/24

For Privacy Notice, get FTB 1131 EN-SP. 059 3651234 Form 199 2023 **Side 1**

GOLDEN VALLEY CHARTER SCHOOLS 26-0209835

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts – complete Part II or furnish substitute information.**

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1	
	2	Interest	2	
	3	Dividends	3	
	4	Gross rents	4	
	5	Gross royalties	5	
	6	Gross amount received from sale of assets (See instructions)	6	
	7	Other income. Attach schedule SEE STATEMENT 1	7	274.
	8	**Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	274.
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule	9	
	10	Disbursements to or for members	10	
	11	Compensation of officers, directors, and trustees. Attach schedule SEE STMT 2	11	156,507.
	12	Other salaries and wages	12	4,311,111.
	13	Interest	13	
	14	Taxes	14	197,874.
	15	Rents	15	757,359.
	16	Depreciation and depletion (See instructions)	16	4,112.
	17	Other expenses and disbursements. Attach schedule SEE STATEMENT 3	17	3,611,263.
	18	**Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	9,038,226.

Schedule L **Balance Sheet**

	Beginning of taxable year		End of taxable year	
Assets	(a)	(b)	(c)	(d)
1 Cash		1,254,355.		475,062.
2 Net accounts receivable		1,135,483.		1,674,378.
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	20,563.		21,943.	
b Less accumulated depreciation	16,107.	4,456.	20,219.	1,724.
11 Land				
12 Other assets. Attach schedule STM 4		214,975.		124,638.
13 **Total assets**		2,609,269.		2,275,802.
Liabilities and net worth				
14 Accounts payable		1,066,975.		1,109,146.
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STM 5		515,214.		398,134.
19 Capital stock or principal fund		1,027,080.		768,522.
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund				
22 **Total liabilities and net worth**		2,609,269.		2,275,802.

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	-258,558.	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	-258,558.
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	-258,558.		

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

California Copy
Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF. **Schedule B (Form 990) (2023)**

TEEA0701L 08/29/23

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,365,716.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,775,882.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 269,823.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

TAXABLE YEAR

2023 **Corporation Depreciation and Amortization**

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199

Corporation name: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

California corporation number: 2931999

Part I **Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California	1	$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

6 (a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property (elected IRC Section 179 cost) 7		
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2024. Add line 9 and line 10, less line 12 13		

Part II **Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356**

14 (a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
FURNITURE	VARIOUS	14,324.	11,220.		0	2,865.	
FURNITURE	VARIOUS	6,239.	4,867.		0	972.	
EQUIPMENT	VARIOUS	1,380.			0	275.	

15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	4,112.

Part III **Summary**

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g)	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary)	18	

Part IV **Amortization**

19 (a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year

20	Total. Add the amounts in column (g)	20	
21	Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12	22	

CACA3885L 12/30/23 059 7621234 FTB 3885 2023

Statement 1
Form 199, Part II, Line 7
Other Income

Other Investment Income	$ 274.
Total	$ 274.

Statement 2
Form 199, Part II, Line 11
Compensation of Officers, Directors, Trustees and Key Employees

Current Officers:

Name and Address	Title and Average Hours Per Week Devoted	Total Compen-sation	Contri-bution to EBP & DC	Expense Account/ Other
ADAM ERRINGTON 1000 RIVER PARK DRIVE SUITE 220 FOLSUM, CA 95630	Director 1.00	$ 0.	$ 0.	$ 0.
STEPHEN QUADRO 1000 RIVER PARK DRIVE SUITE 220 FOLSUM, CA 95630	Director 1.00	0.	0.	0.
CALEB BUCKLEY 1000 RIVER PARK DRIVE SUITE 220 FOLSUM, CA 95630	Executive Dir. 40.00	156,507.	0.	0.
Katie Gerski-Keller 1000 RIVER PARK DRIVE SUITE 220 Folsum, CA 95630	Chairman 1.00	0.	0.	0.
Ekaterina Khmelniker 1000 RIVER PARK DRIVE SUITE 220 Folsum, CA 95630	Director 1.00	0.	0.	0.
MEREDITH WILLSEN 1000 RIVER PARK DRIVE SUITE 220 Folsum, CA 95630	Chairman 1.00	0.	0.	0.
	Total	$ 156,507.	$ 0.	$ 0.

Statement 3
Form 199, Part II, Line 17
Other Expenses

Accounting Fees	$ 15,500.
Advertising and Promotion	638.
BOOKS & SUPPLIES	635,339.
Conferences, Conventions, and Meetings	151,900.
Dues & Memberships	18,435.
EQUIPMENT RENTAL/REPAIR	15,929.
Information Technology	19,864.
Insurance	98,404.
Legal Fees	4,185.

Statement 3 (continued)
Form 199, Part II, Line 17
Other Expenses

Management fees	$ 207,403.
MISCELLANEOUS	17,093.
Operatins & Housekeeping	910.
Other Employee Benefit	454,880.
Other fees	562,581.
Pension Plan Contributions	1,301,041.
STUDENT EVENTS	107,161.
Total	$ 3,611,263.

Statement 4
Form 199, Schedule L, Line 12
Other Assets

Prepaid Expenses and Deferred Charges	124,638.
Total	$ 124,638.

Statement 5
Form 199, Schedule L, Line 18
Other Liabilities

Deferred Revenue	398,133.
Rounding	1.
Total	$ 398,134.

WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020
619-447-6700

April 27, 2026

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

Dear Client:

Your 2024 Federal Return of Organization Exempt from Income Tax will be electronically filed with the Internal Revenue Service upon receipt of a signed Form 8879-TE - IRS e-file Signature Authorization. No tax is payable with the filing of this return.

Your 2024 California Exempt Organization Annual Information Return will be electronically filed with the Franchise Tax Board upon receipt of a signed Form 8453-EO. No tax is payable with the filing of this return.

Please be sure to call us if you have any questions.

Sincerely,

Aubrey W. Mann

2024

Federal Exempt Organization Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2024	2023	Diff
REVENUE			
Contributions and grants	9,122,144	8,779,394	342,750
Investment income	523	274	249
Total revenue	9,122,667	8,779,668	342,999
EXPENSES			
Salaries, other compen., emp. benefits	6,326,357	6,421,413	-95,056
Other expenses	3,080,822	2,616,813	464,009
Total expenses	9,407,179	9,038,226	368,953
NET ASSETS OR FUND BALANCES			
Revenue less expenses	-284,512	-258,558	-25,954
Total assets at end of year	1,749,388	2,275,802	-526,414
Total liabilities at end of year	1,265,378	1,507,280	-241,902
Net assets/fund balances at end of year	484,010	768,522	-284,512

2024

California 199 Tax Summary

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Page 1

26-0209835

	2024	2023	Diff
RECEIPTS AND REVENUES			
Gross sales or receipts	523	274	249
Gross contributions, gifts, & grants	9,122,144	8,779,394	342,750
Total gross receipts	9,122,667	8,779,668	342,999
Total costs	0	0	0
Total gross income	9,122,667	8,779,668	342,999
EXPENSES			
Total expenses	9,407,179	9,038,226	368,953
Excess receipts over expenses	-284,512	-258,558	-25,954
FILING FEE			
Filing fee	0	0	0
Balance due	0	0	0

Forms needed for this return

Federal: 990, Sch A, Sch B, Sch D, Sch E, Sch J, Sch R, 8868
California: 199, Sch B, 3885, 8453-EO (199), e-file Instructions

Carryovers to 2025

None

Preparer e-file Instructions - Federal

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The organization's Federal tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 990
The organization should review their Federal Return along with any accompanying schedules and statements.

Paperless e-file
The organization should read, sign and date the Form 8879-TE, IRS e-file Signature Authorization.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access the program and get your first acknowledgement (ACK) that the program has received your transmission file.

Access the program again after 24 and then 48 hours to receive your Federal ACKs.

Keep a signed copy of Form 8879-TE, IRS e-file Signature Authorization in your files for 3 years.

Do not mail:

Form 8879-TE IRS e-file Signature Authorization

The organization's Federal tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 8868
No signature is required with Form 8868.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access the program and get your first acknowledgement (ACK) that the program has received your transmission file.

Access the program again after 24 and then 48 hours to receive your Federal ACKs.

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

The entity's 2024 California tax return is NOT FINISHED until you complete the following instructions.

Prior to transmission of the return

Form 199
The entity should review their 2024 California Exempt Income Tax Return along with any accompanying schedules and statements.

Form 8453-EO
The entity should review, sign and date Form 8453-EO prior to e-filing the return.

Even Return
No payment is required.

After transmission of the return

Receive acknowledgement of your e-file transmission status.
Within several hours, access ProConnect Tax Online and get your first acknowledgement (ACK) that ProConnect Tax Online has received your transmission file.

Access ProConnect Tax Online again after 24 and then 48 hours to receive your California acknowledgements.

Keep a signed copy of Form 8453-EO in your files for 4 years.

Do Not Mail:
Form 8453-EO

Franchise Tax Board, PO Box 942857, Sacramento CA 94257-0531

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

Form 990, Part III, Line 4e
Program Services Totals

	Program Services Total	Form 990	Source
Total Expenses	7,122,297.	7,122,297.	Part IX, Line 25, Col. B
Grants	0.	0.	Part IX, Lines 1-3, Col. B
Revenue	0.	0.	Part VIII, Line 2, Col. A

Form 990, Part IX, Line 11g
Other Fees For Services

	(A) Total	(B) Program Services	(C) Management & General	(D) Fund-raising
BANK AND SERVICE CHARGES	40,561.		40,561.	
DISTRICT OVERSIGHT	68,371.		68,371.	
PROFESSIONAL CONSULTING	801,158.	801,158.		
Total	$ 910,090.	$ 801,158.	$ 108,932.	$ 0.

Form 990, Part IX, Line 24e
Other Expenses

	(A) Total	(B) Program Services	(C) Management & General	(D) Fundraising
Dues & Memberships	17,284.		17,284.	
Total	$ 17,284.	$ 0.	$ 17,284.	$ 0.

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2024, or fiscal year beginning 7/01, 2024, and ending 6/30, 20 2025

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2024

Name of filer: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

EIN or SSN: 26-0209835

Name and title of officer or person subject to tax

CALEB BUCKLEY Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 9,122,667.
2a Form 990-EZ check here	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	**4b**
5a Form 8868 check here	[ ]	**b Balance due** (Form 8868, line 3c)	**5b**
6a Form 990-T check here	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	**6b**
7a Form 4720 check here	[ ]	**b Total tax** (Form 4720, Part III, line 1)	**7b**
8a Form 5227 check here	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	**8b**
9a Form 5330 check here	[ ]	**b Tax due** (Form 5330, Part III, line 19)	**9b**
10a Form 8038-CP check here	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	**10b**

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2024 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize Wilkinson Hadley King & Co. LLP (ERO firm name) to enter my PIN 32435 (Enter five numbers, but do not enter all zeros) as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax _____ Date _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30612113102 (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2024 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature: Aubrey W. Mann Date _____

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

BAA For Privacy and Paperwork Reduction Act Notice, see instructions. TEEA8609L 10/09/24 Form **8879-TE** (2024)

Form **8868**

(Rev. January 2025)

Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return or Excise Taxes Related to Employee Benefit Plans

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I — Identification

Type or Print

File by the due date for filing your return. See instructions.

Name of exempt organization, employer, or other filer, see instructions.
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Taxpayer identification number (TIN)
26-0209835

Number, street, and room or suite number. If a P.O. box, see instructions.
1000 RIVER PARK DRIVE SUITE 220

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
FOLSOM, CA 95630

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (section 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08	Form 990-T (governmental entities)	15

- After you enter your Return Code, complete either Part II or Part III. Part II, including signature, is applicable only for an extension of time to file Form 5330.
- If this application is for an extension of time to file Form 5330, you must enter the following information.
  Plan Name _____
  Plan Number _____
  Plan Year Ending (MM/DD/YYYY)

Part II — Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of CSMC 43460 RIDGE PARK DR., STE 100 TEMECULA CA 92590

Telephone No. 888 994-2762 Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box ..... ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____
  If this is for the whole group, check this box ..... ☐
  If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for ..... ☐

1 I request an automatic 6-month extension of time until 5/15, 20 26, to file the **exempt organization return** for the organization named above. The extension is for the organization's return for:
☐ calendar year 20 ____ or
☒ tax year beginning 7/01, 20 24, and ending 6/30, 20 25.

2 If the tax year entered in line 1 is for less than 12 months, check reason:
☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions. FIF2501L 08/26/24 Form **8868** (Rev. 1-2025)

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning 7/01 , 2024, and ending 6/30 , 20 2025

B Check if applicable: Address change; Name change; Initial return; Final return/terminated; Amended return; Application pending

C
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL
1000 RIVER PARK DRIVE SUITE 220
FOLSOM, CA 95630

D Employer identification number: 26-0209835

E Telephone number: 916 597-1478

G Gross receipts $ 9,122,667.

F Name and address of principal officer: Same As C Above

H(a) Is this a group return for subordinates? Yes [ ] No [X]

H(b) Are all subordinates included? Yes [ ] No [ ]
If "No," attach a list. See instructions.

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: WWW.GOLDENVALLEYCHARTERSCHOOL.ORG

H(c) Group exemption number

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other

L Year of formation: 2007

M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Check this box [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	4
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	4
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	133
6	Total number of volunteers (estimate if necessary)	6	300
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	8,779,394.	9,122,144.
	9	Program service revenue (Part VIII, line 2g)		
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	274.	523.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,779,668.	9,122,667.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	6,421,413.	6,326,357.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	b	Total fundraising expenses (Part IX, column (D), line 25)		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	2,616,813.	3,080,822.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	9,038,226.	9,407,179.
	19	Revenue less expenses. Subtract line 18 from line 12	-258,558.	-284,512.
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	2,275,802.	1,749,388.
	21	Total liabilities (Part X, line 26)	1,507,280.	1,265,378.
	22	Net assets or fund balances. Subtract line 21 from line 20	768,522.	484,010.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: Date

CALEB BUCKLEY, Executive Director
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
Aubrey W. Mann	Aubrey W. Mann			P00691156

Firm's name: Wilkinson Hadley King & Co. LLP
Firm's address: 218 W. Douglas Ave, El Cajon, CA 92020
Firm's EIN: 52-2354566
Phone no.: 619-447-6700

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

BAA For Paperwork Reduction Act Notice, see the separate instructions. TEEA0101L 12/12/24 Form **990** (2024)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:

TO PREPARE STUDENTS TO CONSCIOUSLY ENGAGE WITH OUR EVOLVING WORLD BY INSIPIRING A LIFELONG PASSION FOR LEARNING.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 7,122,297. including grants of $) (Revenue $)

OPERATION OF PUBLIC CHARTER SCHOOLS.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 7,122,297.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete *Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete *Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," *answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete *Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete *Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete *Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete *Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions).			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete *Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? If "Yes," complete *Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? If "Yes," complete *Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? If "Yes," complete *Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete *Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete *Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete *Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete *Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete *Schedule R, Part II, III, or IV, and Part V, line 1*	34	X	
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete *Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete *Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete *Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	14		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 133			
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
3a Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		3b		
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b If "Yes," enter the name of the foreign country				
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7 Organizations that may receive deductible contributions under section 170(c).				
a Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9 Sponsoring organizations maintaining donor advised funds.				
a Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10 Section 501(c)(7) organizations. Enter:				
a Initiation fees and capital contributions included on Part VIII, line 12	10a			
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11 Section 501(c)(12) organizations. Enter:				
a Gross income from members or shareholders	11a			
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		12a		
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13 Section 501(c)(29) qualified nonprofit health insurance issuers.				
a Is the organization licensed to issue qualified health plans in more than one state?		13a		
Note: See the instructions for additional information the organization must report on Schedule O.				
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c Enter the amount of reserves on hand	13c			
14a Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		14b		
15 Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		15		X
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		16		X
17 Section 501(c)(21) organizations. Did the trust, or any disqualified or other person, engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If "Yes," complete Form 6069.		17		

Part VI **Governance, Management, and Disclosure.** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ..... [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year ..... If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a	4		
b	Enter the number of voting members included on line 1a, above, who are independent	1b	4		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O.*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," *describe on Schedule O how this was done* ... See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13		X
14	Did the organization have a written document retention and destruction policy?	14		X
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official ... See Schedule O	15a	X	
b	Other officers or key employees of the organization ... See Schedule O	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [X] Other *(explain on Schedule O)* See Sch. O

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records.

CSMC 43460 RIDGE PARK DR., STE 100 TEMECULA CA 92590 888 994-2762

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII. ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee) Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) CALEB BUCKLEY	40									
Executive Dir.	0			X				177,465.	0.	46,119.
(2) REBECCA PAGE	40									
PRINCIPAL	0					X		110,980.	0.	26,900.
(3) RYAN SUTTON	40									
PRINCIPAL	0					X		99,765.	0.	27,847.
(4) STEPHEN QUADRO	1									
Director	0	X						0.	0.	0.
(5) Katie Gerski-Keller	1									
Chairman	0	X		X				0.	0.	0.
(6) Ekaterina Khnelniker	1									
Director	0	X						0.	0.	0.
(7) MEREDITH WILLSEN	1									
Chairman	0	X		X				0.	0.	0.
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1b Subtotal								388,210.	0.	100,866.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								388,210.	0.	100,866.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 2

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete *Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? If "Yes," complete *Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
ASPIRE BEHAVIOR CONSULTING PO BOX 1207 FAIR BANKS, CA 95628	BEHAVIOR CONSULTANTS	147,220.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 1

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	8,610,031.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	512,113.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		9,122,144.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		523.			523.
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents	6a				
	b Less: rental expenses	6b				
	c Rental income or (loss)	6c				
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a				
	b Less: cost or other basis and sales expenses	7b				
	c Gain or (loss)	7c				
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ ____ of contributions reported on line 1c). See Part IV, line 18	8a				
	b Less: direct expenses	8b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	9a				
	b Less: direct expenses	9b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	10a				
	b Less: cost of goods sold	10b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		9,122,667.	0.	0.	523.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	177,465.	0.	177,465.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	4,235,173.	3,262,818.	972,355.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,332,758.	1,022,341.	310,417.	
9 Other employee benefits	381,216.	315,726.	65,490.	
10 Payroll taxes	199,745.	130,135.	69,610.	
11 Fees for services (nonemployees):				
a Management	268,112.		268,112.	
b Legal	87,163.		87,163.	
c Accounting	35,006.		35,006.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	910,090.	801,158.	108,932.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology	21,531.	21,531.		
15 Royalties				
16 Occupancy	833,624.	794,964.	38,660.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	80,913.	80,840.	73.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	3,155.	3,155.		
23 Insurance	111,643.		111,643.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS & SUPPLIES	565,896.	565,341.	555.	
b STUDENT EVENTS	106,531.	106,531.		
c MISCELLANEOUS	21,248.		21,248.	
d EQUIPMENT RENTAL/REPAIR	18,626.	17,757.	869.	
e All other expenses	17,284.		17,284.	
25 **Total functional expenses.** Add lines 1 through 24e	9,407,179.	7,122,297.	2,284,882.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash – non-interest bearing		475,062.	1	962,082.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net			3	
	4	Accounts receivable, net		1,674,378.	4	757,271.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		124,638.	9	18,782.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 34,627.			
	b	Less: accumulated depreciation	10b 23,374.	1,724.	10c	11,253.
	11	Investments – publicly traded securities			11	
	12	Investments – other securities. See Part IV, line 11			12	
	13	Investments – program related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		2,275,802.	16	1,749,388.
Liabilities	17	Accounts payable and accrued expenses		1,109,146.	17	1,043,114.
	18	Grants payable			18	
	19	Deferred revenue		398,133.	19	222,263.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		1.	25	1.
	26	**Total liabilities.** Add lines 17 through 25		1,507,280.	26	1,265,378.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		768,522.	27	484,010.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		768,522.	32	484,010.
	33	Total liabilities and net assets/fund balances		2,275,802.	33	1,749,388.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	9,122,667.
2	Total expenses (must equal Part IX, column (A), line 25)	2	9,407,179.
3	Revenue less expenses. Subtract line 2 from line 1	3	-284,512.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	768,522.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	484,010.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both. ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both. ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization	Employer identification number
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL	26-0209835

Part I **Reason for Public Charity Status.** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state:

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 [ ] An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a [ ] **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b [ ] **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c [ ] **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d [ ] **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e [ ] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990) 2024

TEEA0401L 01/02/25

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2024.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support test—2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10%-facts-and-circumstances test—2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10%-facts-and-circumstances test—2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

Part III **Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2024.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33-1/3% support tests—2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes" and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI**, *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?	5c		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?			
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b A family member of a person described on line 11a above?	11b		
c A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

		Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

		Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

		Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s), or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ *The organization supported a governmental entity. Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

		Yes	No
2 Activities Test. ***Answer lines 2a and 2b below.***			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? ***If "Yes," explain in*** **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3 Parent of Supported Organizations. ***Answer lines 3a and 3b below.***			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No," provide details in* **Part VI.**	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D – Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required – provide details in **Part VI**)	5	
6 Other distributions (describe in **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9 Distributable amount for 2024 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2024	(iii) Distributable Amount for 2024
1 Distributable amount for 2024 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2024 (reasonable cause required – explain in **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2024			
a From 2019			
b From 2020			
c From 2021			
d From 2022			
e From 2023			
f **Total** of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2024 distributable amount			
i Carryover from 2019 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2024 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2024 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in **Part VI**. See instructions.			
6 Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in **Part VI**. See instructions.			
7 **Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2020			
b Excess from 2021			
c Excess from 2022			
d Excess from 2023			
e Excess from 2024			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF. **Schedule B (Form 990) (Rev. 12-2024)**

TEEA0701L 01/02/25

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,771,322.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,685,215.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 153,494.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

Employer identification number
26-0209835

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts
Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements
Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Protection of natural habitat
- ☐ Preservation of open space
- ☐ Preservation of a historically important land area
- ☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included on line 2a	2c	
d Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year $ _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets
Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- (i) Revenue included on Form 990, Part VIII, line 1 $ _____
- (ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items.
- a Revenue included on Form 990, Part VIII, line 1 $ _____
- b Assets included in Form 990, Part X $ _____

Part III **Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV **Escrow and Custodial Arrangements**
Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XII and complete the following table.

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V **Endowment Funds**
Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %
b Permanent endowment _____ %
c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI **Land, Buildings, and Equipment**
Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		14,064.	2,492.	11,572.
e Other		20,563.	20,882.	-319.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				11,253.

Part VII **Investments – Other Securities** N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. *(Column (b) must equal Form 990, Part X, line 12, column (B))*		

Part VIII **Investments – Program Related** N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. *(Column (b) must equal Form 990, Part X, line 13, column (B))*		

Part IX **Other Assets** N/A

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, column (B))*	

Part X **Other Liabilities**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Rounding	1.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, column (B))*	1.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ..... See Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	9,122,667.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	9,122,667.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	9,122,667.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return
Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	9,407,179.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	9,407,179.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	9,407,179.

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

THE SCHOOL FOLLOWS PROVISIONS OF UNCERTAIN TAX POSITIONS AS ADDRESSED IN ASC 958. THE SCHOOL RECOGNIZES ACCRUED INTEREST AND PENALTIES ASSOCIATED WITH UNCERTAIN TAX POSITIONS AS PART OF THE INCOME TAX PROVISION, WHEN APPLICABLE. THERE ARE NO AMOUNTS ACCRUED IN THE FINANCIAL STATEMENTS RELATED TO UNCERTAIN TAX POSITIONS FOR THE YEAR ENDED JUNE 30, 2025.

SCHEDULE E
(Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II.	3	X	
	RACIALLY NONDISCIMINIATORY POLICY. THE CHARTER SCHOOL MAINTAINS ALL WRITTEN POLICIES IN A BINDER IN THE SCHOOL OFFICE AND IS AVAILABLE UPON REQUEST.			
4	Does the organization maintain the following:			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a		X
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II.	7	X	

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) (Rev. 12-2024)

TEEA3401L 11/13/24

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

SCHEDULE J
(Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I Questions Regarding Compensation

		Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
☐ First-class or charter travel ☐ Housing allowance or residence for personal use			
☐ Travel for companions ☐ Payments for business use of personal residence			
☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees			
☐ Discretionary spending account ☐ Personal services (such as maid, chauffeur, chef)			
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
☐ Compensation committee ☐ Written employment contract			
☐ Independent compensation consultant ☐ Compensation survey or study			
☐ Form 990 of other organizations ☐ Approval by the board or compensation committee			
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a Receive a severance payment or change-of-control payment?	4a		X
b Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c Participate in or receive payment from an equity-based compensation arrangement?	4c		X
If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a The organization?	5a		X
b Any related organization?	5b		X
If "Yes" on line 5a or 5b, describe in Part III.			
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a The organization?	6a		X
b Any related organization?	6b		X
If "Yes" on line 6a or 6b, describe in Part III.			
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule J (Form 990) (Rev. 12-2024)**

TEEA4101L 12/17/24

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
CALEB BUCKLEY	(i)	177,465.	0.	0.	37,249.	8,870.	223,584.	0.
1 Executive Dir.	(ii)	0.	0.	0.	0.	0.	0.	0.
2	(i)							
	(ii)							
3	(i)							
	(ii)							
4	(i)							
	(ii)							
5	(i)							
	(ii)							
6	(i)							
	(ii)							
7	(i)							
	(ii)							
8	(i)							
	(ii)							
9	(i)							
	(ii)							
10	(i)							
	(ii)							
11	(i)							
	(ii)							
12	(i)							
	(ii)							
13	(i)							
	(ii)							
14	(i)							
	(ii)							
15	(i)							
	(ii)							
16	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8; and for Part II. Also complete this part for any additional information.

SCHEDULE O
(Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Form 990, Part VI, Line 11b - Form 990 Review Process

FORM 990 IS REVIEWED BY THE SIGNING OFFICER BEFORE FILING.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

FORM 700 AND ONLINE ETHICS TRAINING IS REQUIRED. THE POLICY IS REVIEWED ANNUALLY.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

OBTAIN COMPARABLES OF CA CHARTER SCHOOLS AS WELL AS NEARBY SCHOOL DISTRICTS.

Form 990, Part VI, Line 18 - Explanation of Other Means Forms Available For Public Inspection

DOCUMENTS ARE AVAILABLE UPON REQUEST.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

THE ORGANIZATION PROVIDES THE PUBLIC WITH ACCESS TO ITS PUBLIC RECORDS IN ACCORDANCE WITH LEGAL REQUIREMENTS AND MAY DENY DISCLOSURE OF RECORDS BASED ON THE PURPOSE FOR WHICH THE RECORD IS REQUESTED. GOVERNING DOCUMENTS AND POLICIES ARE MADE AVAILABLE ON THE ORGANIZATION'S WEBSITE. DOCUMENTATION SUCH AS TAX FORMS AND FINANCIAL STATEMENTS ARE AVAILABLE TO THE PUBLIC UPON REQUEST.

SCHEDULE R
(Form 990)

(Rev. December 2024)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number: 26-0209835

Part I **Identification of Disregarded Entities.** Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1)					
(2)					
(3)					

Part II **Identification of Related Tax-Exempt Organizations.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity? Yes	No
(1) GOLDEN VALLEY EDUCATION FOUNDATION 9601 LAKE WATOMA DRIVE ORANGEVALE, CA 95662 68-0479922	RAISE FUNDS FOR GOLDEN VALLEY SCHOOL	CA	501C3	LINE 8	N/A		X
(2)							
(3)							
(4)							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990. TEA0301L 11020A Schedule R (Form 990) (Rev. 12-2024)

Part III **Identification of Related Organizations Taxable as a Partnership.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) Disproportionate allocations? No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) General or managing partner? No	(k) Percentage ownership
(1)												
(2)												
(3)												

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust.** Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity? Yes	(i) Sec 512(b)(13) controlled entity? No
(1)									
(2)									
(3)									

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

		Yes	No
Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.			
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity	1a		X
b Gift, grant, or capital contribution to related organization(s)	1b		X
c Gift, grant, or capital contribution from related organization(s)	1c		X
d Loans or loan guarantees to or for related organization(s)	1d		X
e Loans or loan guarantees by related organization(s)	1e		X
f Dividends from related organization(s)	1f		X
g Sale of assets to related organization(s)	1g		X
h Purchase of assets from related organization(s)	1h		X
i Exchange of assets with related organization(s)	1i		X
j Lease of facilities, equipment, or other assets to related organization(s)	1j		X
k Lease of facilities, equipment, or other assets from related organization(s)	1k		X
l Performance of services or membership or fundraising solicitations for related organization(s)	1l		X
m Performance of services or membership or fundraising solicitations by related organization(s)	1m		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	1n		X
o Sharing of paid employees with related organization(s)	1o		X
p Reimbursement paid to related organization(s) for expenses	1p		X
q Reimbursement paid by related organization(s) for expenses	1q		X
r Other transfer of cash or property to related organization(s)	1r		X
s Other transfer of cash or property from related organization(s)	1s		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

	(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

Part VI Unrelated Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which this organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1)													
(2)													
(3)													
(4)													
(5)													
(6)													
(7)													
(8)													

Part VII **Supplemental Information**
Provide additional information for responses to questions on Schedule R. See instructions.

089

Date Accepted

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2024**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name: GOLDEN VALLEY CHARTER SCHOOLS

Identifying number: 26-0209835

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	9,122,667.
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	9,122,667.
3	Refund (Form 109, line 26)	3	
4	Balance due or Total amount due (Form 199, line 16 or Form 109, line 29)	4	0.

Part II Settle Your Account Electronically for Taxable Year 2024

5 ☐ Direct deposit of refund (Form 109 only.)

6 ☐ Electronic funds withdrawal **6a** Amount _____ **6b** Withdrawal date (mm/dd/yyyy) _____

Part III Schedule of Estimated Tax Payments for Taxable Year 2025 (These are **not** installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
7 Amount				
8 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

9 Routing number _____

10 Account number _____ 11 Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 5, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 6, I authorize an electronic funds withdrawal for the amount listed on line 6a and any estimated payment amounts listed on Part III, line 7 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2024 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

Sign Here ▶ Signature of officer _____ Date _____ ▶ Title: EXECUTIVE DIRECTOR

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer. See instructions.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2024 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ AUBREY W. MANN | Date | Check if also paid preparer: X | Check if self-employed: ☐ | ERO's PTIN: P00691156

Firm's name (or yours if self-employed) and address ▶ WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON CA

Firm's FEIN: 52-2354566

ZIP code: 92020

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ | Date | Check if self-employed: ☐ | Paid preparer's PTIN

Firm's name (or yours if self-employed) and address ▶

Firm's FEIN

ZIP code

FTB 8453-EO 2024

CREA7001L 01/02/25

TAXABLE YEAR **2024**

California Exempt Organization Annual Information Return

FORM **199**

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 7/01/2024 and ending (mm/dd/yyyy) 6/30/2025

Corporation/Organization name: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

California corporation number: 2931999

Additional information. See instructions.

FEIN: 26-0209835

Street address (suite or room): 1000 RIVER PARK DRIVE SUITE 220

FRB no.

City: FOLSOM | State: CA | ZIP code: 95630

Foreign country name | Foreign province/state/county | Foreign postal code

A First return ☐ Yes ☒ No

B Amended return ● ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ●

E Check accounting method:
1 ☐ Cash 2 ☒ Accrual 3 ☐ Other

F Federal return filed? 1 ● ☐ 990T 2 ● ☐ 990-PF
3 ● ☐ Sch H (990) 4 ☐ Other 990 series

G Is this a group filing? See instructions ● ☐ Yes ☒ No

H Is this organization in a group exemption ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions ● ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $

L Is the organization a limited liability company? ● ☐ Yes ☒ No

M Did the organization file Form 100 or Form 109 to report taxable income? ● ☐ Yes ☒ No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ● ☐ Yes ☒ No

O Is federal Form 1023/1024 pending? ☐ Yes ☐ No
Date filed with IRS

Part I **Complete Part I unless not required to file this form. See General Information B and C.**

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	523.
	2	Gross dues and assessments from members and affiliates	2	
	3	Gross contributions, gifts, grants, and similar amounts received SEE SCH. B	3	9,122,144.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B	4	9,122,667.
	5	Cost of goods sold ● 5		
	6	Cost or other basis, and sales expenses of assets sold ● 6		
	7	Total costs. Add line 5 and line 6	7	
	8	Total gross income. Subtract line 7 from line 4	8	9,122,667.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	9,407,179.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	-284,512.
Payments	11	Total payments	11	
	12	Use tax. See General Information K	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14	
	15	Penalties and interest. See General Information J	15	
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result	16	0.

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ► | Title: EXECUTIVE DIRECTOR | Date | Telephone: 916 597-1478

Paid Preparer's Use Only

Preparer's signature ► AUBREY W. MANN | Date | Check if self-employed ► ☐ | PTIN: P00691156

Firm's name (or yours, if self-employed) and address ► WILKINSON HADLEY KING & CO. LLP
218 W. DOUGLAS AVE
EL CAJON, CA 92020

Firm's FEIN: 52-2354566

Telephone: 619-447-6700

May the FTB discuss this return with the preparer shown above? See instructions ● ☒ Yes ☐ No

DACATTUL 01/14/25

For Privacy Notice, get FTB 1131 EN-SP. 059 3651244 Form 199 2024 **Side 1**

GOLDEN VALLEY CHARTER SCHOOLS 26-0209835

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts – complete Part II or furnish substitute information.**

Receipts from Other Sources	1 Gross sales or receipts from all business activities. See instructions	1	
	2 Interest	2	
	3 Dividends	3	
	4 Gross rents	4	
	5 Gross royalties	5	
	6 Gross amount received from sale of assets (See instructions)	6	
	7 Other income. Attach schedule SEE STATEMENT 1	7	523.
	8 **Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	523.
Expenses and Disbursements	9 Contributions, gifts, grants, and similar amounts paid. Attach schedule	9	
	10 Disbursements to or for members	10	
	11 Compensation of officers, directors, and trustees. Attach schedule	11	177,465.
	12 Other salaries and wages	12	4,235,173.
	13 Interest	13	
	14 Taxes	14	199,745.
	15 Rents	15	833,624.
	16 Depreciation and depletion (See instructions)	16	3,155.
	17 Other expenses and disbursements. Attach schedule SEE STATEMENT 2	17	3,958,017.
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	9,407,179.

Schedule L **Balance Sheet**

	Beginning of taxable year		End of taxable year	
Assets	(a)	(b)	(c)	(d)
1 Cash		475,062.		962,082.
2 Net accounts receivable		1,674,378.		757,271.
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets	21,943.		34,627.	
b Less accumulated depreciation	20,219.	1,724.	23,374.	11,253.
11 Land				
12 Other assets. Attach schedule STM 3		124,638.		18,782.
13 **Total assets**		2,275,802.		1,749,388.
Liabilities and net worth				
14 Accounts payable		1,109,146.		1,043,114.
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STM 4		398,134.		222,264.
19 Capital stock or principal fund		768,522.		484,010.
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund				
22 **Total liabilities and net worth**		2,275,802.		1,749,388.

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	-284,512.	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax			
3 Excess of capital losses over capital gains		8 Deductions in this return not charged against book income this year. Attach schedule	
4 Income not recorded on books this year. Attach schedule			
5 Expenses recorded on books this year not deducted in this return. Attach schedule		9 Total. Add line 7 and line 8	
6 Total. Add line 1 through line 5	-284,512.	10 Net income per return. Subtract line 9 from line 6	-284,512.

Schedule B
(Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

California Copy
Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

Name of the organization GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

Employer identification number 26-0209835

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) $5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF. **Schedule B (Form 990) (Rev. 12-2024)**

TEEA0701L 01/02/25

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814	$ 6,771,322.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	COUNTY OF SACRAMENTO 700 H STREET, ROOM 1710 SACRAMENTO, CA 95814	$ 1,685,215.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US DEPT OF EDUCATION 400 MARYLAND AVE WASHINGTON, DC 20202	$ 153,494.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization: GOLDEN VALLEY CHARTER SCHOOLS

Employer identification number: 26-0209835

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e)** and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) $ N/A

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

TAXABLE YEAR

2024 **Corporation Depreciation and Amortization**

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199

Corporation name: GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATIONAL RENEWAL

California corporation number: 2931999

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

6 (a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property (elected IRC Section 179 cost) 7		
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12 13		

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14 (a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
FURNITURE	VARIOUS	14,324.	14,085.		0	239.	
FURNITURE	VARIOUS	6,239.	5,859.		0	699.	
EQUIPMENT	VARIOUS	1,380.	275.		0	275.	
EQUIPMENT	VARIOUS	6,218.			0	1,243.	
EQUIPMENT	VARIOUS	6,466.			0	699.	

15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	3,155.

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g)	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary)	18	

Part IV Amortization

19 (a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year

20	Total. Add the amounts in column (g)	20	
21	Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12	22	

CACA3885L 12/18/24 059 7621244 FTB 3885 2024

GOLDEN VALLEY CHARTER SCHOOLS
FOR EDUCATIONAL RENEWAL

26-0209835

Statement 1
Form 199, Part II, Line 7
Other Income

Other Investment Income	$ 523.
Total	$ 523.

Statement 2
Form 199, Part II, Line 17
Other Expenses

Accounting Fees	$ 35,006.
BOOKS & SUPPLIES	565,896.
Conferences, Conventions, and Meetings	80,913.
Dues & Memberships	17,284.
EQUIPMENT RENTAL/REPAIR	18,626.
Information Technology	21,531.
Insurance	111,643.
Legal Fees	87,163.
Management fees	268,112.
MISCELLANEOUS	21,248.
Other Employee Benefit	381,216.
Other fees	910,090.
Pension Plan Contributions	1,332,758.
STUDENT EVENTS	106,531.
Total	$ 3,958,017.

Statement 3
Form 199, Schedule L, Line 12
Other Assets

Prepaid Expenses and Deferred Charges	18,782.
Total	$ 18,782.

Statement 4
Form 199, Schedule L, Line 18
Other Liabilities

Deferred Revenue	222,263.
Rounding	1.
Total	$ 222,264.

The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive

A. Description of Vision, Mission and Educational Program			
Evaluation Criteria: E.C.§47605(c)(5)(A)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. Targeted Student Populations and Community Need			
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	☒	☐	38-41
b. grade levels and number of students the charter school plans to serve	☒	☐	38
c. a clear, concise school mission and vision statement that align with the target population	☒	☐	29-31
d. the needs and challenges of the student groups to be served	☒	☐	38-41, 66-75
2. Attendance			
a. school year/academic calendar, number of school days and instructional minutes	☒	☐	63, 189-190
b. attendance expectations and requirements, including enrollment projections	☒	☐	63, 179
c. master/daily schedule and proposed bell schedule	☒	☐	189-190
3. What It Means to Be an Educated Person in the 21st Century			
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	☒	☐	42-43
b. list of academic skills and qualities important for an educated person	☒	☐	42-43
c. list of general non-academic skills and qualities important for an educated person	☒	☐	42-43
4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C)			
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	☒	☐	44-62
b. description of learning setting (e.g. site-based matriculation, independent study, tech-based)	☒	☐	28, 44-65
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content including subgroup populations such as English language learners (ELL), to master	☒	☐	44-75
d. process for developing or adopting curriculum and teaching methods	☒	☐	44-62
e. how the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations - the description demonstrates understanding of the likely ELL population - includes sound approach to identify and meet the needs of subgroup populations	☒	☐	66-87
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641	☒	☐	75-87, 183-185
g. a plan for professional development that aligns with the charter school's proposed program	☒	☐	63, 73-85

5. Materials, Including Technology			
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	☒	☐	62-63
b. what materials are available to students: student-to-computer ratio appears reasonable	☒	☐	62-63
c. a description or plan for providing adaptive technology for SPED students	☒	☐	85-86
d. Common Core technology standards, digital assessments, and professional learning	☒	☐	62-63
6. Annual Goals			
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	☒	☐	87-90, 753-835
b. goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate - additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions	☒	☐	87-90
c. specific annual actions designed to achieve the stated goals	☒	☐	87-90, 753-835
7. Description Requirements for Charter Schools Serving High School Students			
a. how parents will be informed about the transferability of courses to other public high schools		☐	N/A
b. how parents will be informed about the eligibility of courses to meet college entrance requirements	☐	☐	N/A
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12	☐	☐	N/A
d. how the exit outcomes will align to mission, curriculum and assessments	☐	☐	N/A
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements	☐	☐	N/A
f. planned graduation requirements and WASC accreditation are defined	☐	☐	N/A

Comments by review team:

B. Measurable Student Outcomes

Evaluation Criteria: E.C.§47605(c)(5)(B)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome	☒	☐	91-97
2. A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program	☒	☐	91-97, 753-835
3. Specific annual actions designed to achieve the stated goals	☒	☐	92-97, 753-835
4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions	☒	☐	91-97
5. Description of how pupil outcomes will address state content and performance standards in core academic areas	☒	☐	91-97
6. Description of how exit outcomes align to the mission and instructional design of the program	☒	☐	91-97
7. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed	☒	☐	91-97
8. School-wide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals	☒	☐	91-97

Comments by review team:

C. Student Progress Measurement			
Evaluation Criteria: E.C.§47605(c)(5)(C)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	☒	☐	98-103
2. At least one assessment method or tool listed for each of the exit assessments	☒	☐	98-103
3. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes	☒	☐	98-103
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	☒	☐	98-103
5. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program	☒	☐	98-103
Comments by review team:			

D. Governance Structure			
Evaluation Criteria: E.C.§47605(c)(5)(D)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	☒	☐	104-114
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	☒	☐	105-106, 196-211
b. includes a set of bylaws and basic policies	☒	☐	104-114, 196-292
2. Evidence that the organizational technical designs of the governance structure reflect: - a seriousness of purpose to ensure that the charter will become and remain a viable enterprise - understanding and assurance of compliance with open meeting requirements	☒	☐	104-114, 196-292
3. Key features of governing structure including, but not limited to:	☒	☐	
a. delineation of roles and responsibilities of the governing board and staff	☒	☐	104-114, 338
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	☒	☐	104-114, 170-175
c. size/composition of board, board committees and/or advisory councils	☒	☐	105-114, 196-211
d. method for selecting initial board members and election/appointment for board member replacement	☒	☐	105-106, 196-211
4. A process for involvement or input of parents/guardians in the governance of the charter school including:	☒	☐	112-114
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups	☒	☐	112-114
b. a description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school	☒	☐	112-114, 134-140
5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	☒	☐	113-114, 212-292, 836-861
6. A description and frequency of board trainings/workshops	☒	☐	113-114
7. Other important legal or operational relationships between the charter school and granting agency	☒	☐	113-114, 179-180
Comments by review team:			

E. Employee Qualifications			
Evaluation Criteria: E.C.§47605(c)(5)(E)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new in July 1, 2020)	☒	☐	115-121
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	☒	☐	115-121, 338-433
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.	☒	☐	115-121, 339-433
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	☒	☐	115-121, 339-433
5. Roles and lines of authority for board and management positions	☒	☐	104-114, 115-121, 338
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers	☒	☐	115-121
7. Proposed teacher to student ratio	☒	☐	119-120
Comments by review team:			

F. Health and Safety Procedures			
Evaluation Criteria: E.C.§47605(c)(5)(F)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually	☒	☐	122-128, 293-337
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	☒	☐	122-128, 293-337
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	☒	☐	127-128, 293-337
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	☒	☐	127-128, 293-337
5. Health and safety practices for students and staff	☒	☐	122-128, 293-337
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	☒	☐	122-128, 293-337
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	☒	☐	126-128, 176-178, 183-185
Comments by review team:			

G. Racial and Ethnic Balance			
Evaluation Criteria: E.C.§47605(c)(5)(G)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	☒	☐	129-133
2. Practices and policies appear likely to achieve racial and ethnic balance	☒	☐	129-133
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	☒	☐	129-133
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)	☒	☐	129-133
Comments by review team:			

H. Admissions Requirements, If Applicable			
Evaluation Criteria: E.C.§47605(c)(5)(H)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	☒	☐	6-8, 134-140
2. A clear description of admission policies that meet the state and federal permissive preferences	☒	☐	134-140
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	☒	☐	129-140
4. Proposed admissions and enrollment requirements, process and timeline, and includes :	☒	☐	134-140
a. information to be collected through the interest form, application form, and/or enrollment form	☒	☐	134-140
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	☒	☐	6-8, 134-140
5. Description of the public random drawing processes that coincide with state and federal laws	☒	☐	136-140
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect	☒	☐	129-140
Comments by review team:			

I. Annual Independent Financial Audits			
Evaluation Criteria: E.C.§47605(c)(5)((I)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. The manner in which the audit will be conducted	☒	☐	141-142, 434-480
2. Procedures to select and retain an independent auditor including: - qualifications that will be used for the selection of an independent auditor - assurance that the auditor will have experience in education finance	☒	☐	141-142, 434-480
3. Assurance that the annual audit will employ generally accepted accounting principles	☒	☐	141-142, 434-480
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	☒	☐	141-142, 434-480
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	☒	☐	141-142, 434-480
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	☒	☐	141-142, 434-480
7. Who is responsible for contracting with and overseeing the independent audit	☒	☐	141-142, 434-480
Comments by review team:			

J. Suspension and Expulsion Procedures			
Evaluation Criteria: E.C.§47605(c)(5)(J)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. A process for suspensions of fewer than 10 days, including	☒	☐	143-150
a. oral or written notice of the charges against the pupil	☒	☐	143-150
b. if the pupil denies the charges, an explanation of the evidence that supports the charges	☒	☐	143-150
c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	☒	☐	143-150
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	☒	☐	150-158
a. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	☒	☐	150-158
b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	☒	☐	150-158
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	☒	☐	158-160
4. Understanding of relevant laws protecting constitutional rights of students	☒	☐	143-160
a. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	☒	☐	143-160
b. explanation of how authorizer may be involved in disciplinary matters	☒	☐	159-160
Comments by review team:			

K. California State Teacher Retirement System			
Evaluation Criteria: E.C.§47605(c)(5)(K)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. A statement of what retirement options will be offered to employees	☒	☐	161
a. STRS (if STRS, then all teachers must participate)	☒	☐	161
b. PERS	☒	☐	161
c. Social Security	☒	☐	161
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system - coverage will be offered to eligible employees - the charter school retains the option to elect the coverage at a future date - the charter school will not offer coverage	☒	☐	161
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made	☒	☐	161
Comments by review team:			

L. Public School Attendance Alternatives			
Evaluation Criteria: E.C.§47605(c)(5)(L)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	☒	☐	162
Comments by review team:			

M. Post-employment Rights of Employees			
Evaluation Criteria: E.C.§47605(c)(5)(M)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. School district employee's return employment rights, including	☒	☐	163
a. whether, and how staff may resume employment within the district or authorizer	☒	☐	163
b. the ability to transfer sick/vacation leave to and from charter and another LEA	☒	☐	163
c. whether staff will continue to earn service credit (tenure) in district while employed at charter	☒	☐	163
2. Whether collective bargaining contracts of charter authorizer will be a controlling document	☒	☐	163
Comments by review team:			

N. Dispute Resolution Procedures			
Evaluation Criteria: E.C.§47605(c)(5)(N)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	☒	☐	164-165
2. The process by which charter will resolve internal complaints and disputes	☒	☐	164-165
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	☒	☐	164-165
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	☒	☐	164-165
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	☒	☐	164-165
Comments by review team:			

O. Closure Procedures			
Evaluation Criteria: E.C.§47605(c)(5)(O)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM YES NO	Yes	No	
1. The procedures to be used if the charter school closes, including:	☒	☐	166-169
a. who is the responsible entity/person that will conduct closure-related activities	☒	☐	166-169
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	☒	☐	166-169
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	☒	☐	166-169
3. A process of how charter will ensure a final audit of the charter school	☒	☐	166-169
a. an assurance it will be conducted within six months of closure	☒	☐	166-169
b. the disposition of the charter school's assets	☒	☐	166-169
c. plans for disposing net assets	☒	☐	166-169
4. The transfer and maintenance of personnel records in accordance with applicable law	☒	☐	166-169
Comments by review team:			

Required Supplemental Criteria

Financial/Administrative Plan			
Evaluation Criteria: E.C.§47605(c)(h)	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum Yes No	Yes	No	
1. A First Year Operational Budget			
a. annual revenues and expenditures clearly identified by source	☒	☐	481-575
b. revenue assumptions in alignment with applicable state and federal funding formulas	☒	☐	481-575
c. expenditure assumptions that reflect the school design plan	☒	☐	481-575
d. expenditure assumptions that reflect market costs	☒	☐	481-575
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency	☒	☐	481-575
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or $25,000)	☒	☐	481-575
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance	☒	☐	481-575
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)	☒	☐	481-575
i. expenditures for reasonably expected legal services	☒	☐	481-575
j. expenditures for special education excess costs consistent with current experiences in the school district/county office	☒	☐	481-575
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost	☒	☐	481-575
l. expenditures for required student meals that meet federal nutritional requirements	☒	☐	481-575
m. the alignment of LCAP expenditures with the charter's budget	☒	☐	481-575, 753-835
2. Financial Projections Include a Clear Description of Planning Assumptions			
a. revenues and expenditures correlate with the number/types of students by grade level in budget	☒	☐	481-575
b. expenditure assumptions correlate with the amount of staff in budget	☒	☐	481-575
c. expenditure assumptions correlate with the facility needs in budget	☒	☐	481-575
d. expenditure assumptions in alignment with overall school design plan	☒	☐	481-575
e. revenues based on state and federal funding guidelines	☒	☐	481-575
f. revenues based on reasonable potential growth in local, state and federal categories	☒	☐	481-575
g. revenues based on reasonable student growth projections	☒	☐	481-575
h. revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency	☒	☐	173, 481-575
i. timeline for any referenced grant applications to be submitted and funded	☒	☐	173
j. positive reserves are maintained in all three years	☒	☐	481-575
k. fund balances are positive, or sources of supplemental working capital are identified	☒	☐	481-575
3. Start-Up Costs			
a. reasonable allocation for all major start-up costs including: - staffing - facilities - equipment and supplies - professional services (i.e. food services, etc.) - technology materials - assessment systems/materials - legal costs	☐	☐	N/A
b. in alignment with overall school design plan	☐	☐	N/A
c. potential funding sources	☐	☐	N/A
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs	☐	☐	N/A

4. Cash Flow Projections for First 3 Years			
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements	☒	☐	481-575
b. expenditures projected by month and corresponds with typical/reasonable schedules	☒	☐	481-575
c. balance sheet accounts projected by month	☒	☐	481-575
d. show positive cash balance each month and/or identify sources of working capital	☒	☐	481-575
5. Structure for Administrative Services and Operations			
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)	☒	☐	115-121, 170-175, 339-433
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions	☒	☐	170-175, 836-861
c. plan and timeline to develop and assemble school business practices and expertise	☒	☐	170-175, 836-861
d. explanation of how school intends to manage risk, including any policies and procedures	☒	☐	170-175, 836-861
e. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports	☒	☐	174-175, 909-1081
Comments by review team:			

Charter Management Organization, i.e. Entities Managing Charter Schools

Evaluation Criteria: E.C.§47605(c)(h) **The petition describes, at minimum Yes No**	Evaluation Standard Met Yes	No	Located on Page(s)
1. Name and relationship of CMO to charter school, including - roles - responsibilities - payment structure - conditions for renewal/termination - investment disclosure	☒	☐	170-172
2. CMO's role in the financial management of the charter and the associated internal controls	☒	☐	172-173
3. Other schools and/or companies managed by the CMO	☒	☐	173
4. CMO's history, philosophy, and past results operating other schools and/or companies	☒	☐	173-174
5. CMO's Form 990s for up to prior three years	☒	☐	174, 909-1081
6. Back office provider and description of support utilized by the charter	☒	☐	174-175
7. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items	☒	☐	175
8. Affirmation that the CMO/back office provider will provide timely submissions of request for information items	☒	☐	175
Comments by review team:			

Facilities

Evaluation Criteria: E.C.§47605(c)(h) **The petition describes, at minimum Yes No Page(s)**	Evaluation Standard Met Yes	No	Located on Page(s)
1. Location of Facility			
a. the types and the location of the charter school facility that the petitioner proposes to operate, including - size and resources - safety - educational suitability	☒	☐	176-178
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location	☒	☐	176-178

c. assessment and analysis of anticipated facilities needs and viability of potential sites	☒	☐	176-178
2. Current and Projected Availability			
a. current and projected availability of each charter school site, and schedule for securing the facility	☒	☐	176-178
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes	☒	☐	176-178
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities	☒	☐	177-178, 481-575
d. statement whether a request will be made for use of authorizer-owned facilities	☒	☐	178
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	☒	☐	176-178, 898-908
Comments by review team:			

Impact Statement			
Evaluation Criteria: E.C.§47605(c)(h)	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. Number of students anticipated to enroll	☒	☐	179-180
2. Identification of whether charter will request to purchase support services from authorizer	☒	☐	179-180
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	☒	☐	179-180
4. Processes and policies between charter and authorizer	☒	☐	179-180
a. includes process, activities and associated fees for oversight of charter	☒	☐	179-180
b. includes processes, timelines, and evaluation criteria for annual review and site visits	☒	☐	179-180
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting	☒	☐	179-180
d. includes process, timelines and evaluation criteria for charter renewal	☒	☐	179-180
e. outlines other important legal or operational relationships between authorizer and charter school	☒	☐	179-180
5. Criteria and procedure for the selection of a contractor, if applicable, including	☒	☐	181
- process for determining necessary expertise			
- selection of the contractor or contractors, if applicable			
6. Potential civil liability effects, if any, upon the school and the authorizer	☒	☐	181-182

Community Impact			
Evaluation Criteria: E.C.§47605(c) (7)	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	☒	☐	182
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	☒	☐	182
Comments by review team:			

Special Education			
Evaluation Criteria:E.C.§47641(a) and E.C.§47646	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. The school's special education structure (3 options)	☒	☐	183-185
a. charter school will be an independent LEA for special education purposes, or			
b. charter school will be a school within the district			
c. the charter school will be a SELPA			
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures.	☒	☐	183-185
a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join			
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	☒	☐	183-185
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	☒	☐	183-185

5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	☒	☐	183-185
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	☒	☐	183-185
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	☒	☐	183-185
8. Includes the following assurances	☒	☐	183-185
a. the charter will comply with all provisions of IDEA	☒	☐	183-185
b. no student will be denied admission based on disability or lack of available services	☒	☐	183-185
c. a Student Study Team process will be implemented	☒	☐	183-185
d. any student potentially in need of Section 504 services will receive such services	☒	☐	183-185
If the charter will not be an independent LEA			
1.Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs	☒	☐	183-185
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds	☒	☐	183-185
If the charter school is an independent LEA within a SELPA			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	☐	☐	N/A
2. Includes current operating budget in accordance with E.C. §42130 and E.C. §42131	☐	☐	N/A
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	☐	☐	N/A
4. Asserts responsibility for any legal fees relating to the application and assurances process	☐	☐	N/A
5. Demonstrates it is located within SELPA's geographical boundaries	☐	☐	N/A
6. Asserts all instruction will be in a safe environment	☐	☐	N/A
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	☐	☐	N/A
Comments by review team:			

Required Declaration			
Evaluation Criteria:E.C.§47605(c)(6	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	☒	☐	6-8

Required Affirmations			
Evaluation Criteria:E.C.§47605(e)	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. Affirmation that the school will be nonsectarian in its - programs - admission policies - employment practices - and all other operations	☒	☐	6-8
2. Affirmation that the school shall not charge tuition	☒	☐	6-8
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	☒	☐	6-8
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	☒	☐	6-8
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	☒	☐	6-8
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	☒	☐	6-8

Comments by review team:

Alternative Education Charter School Criteria

For Alternative education Charter Schools, If Applicable			
Evaluation Criteria: E.C. §58500 - 58512	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups	☐	☐	N/A
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form	☐	☐	N/A
3. Clearly articulated mission and purpose to recruit and educate high-risk students	☐	☐	N/A
4. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision	☐	☐	N/A
5. Required assurances	☐	☐	N/A
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above	☐	☐	N/A
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility	☐	☐	N/A

Independent Study Supplemental Criteria

Independent Study/Non-Classroom based Instruction			
Evaluation Criteria:E.C.§51745	Evaluation Standard Met		Located on Page(s)
The petition describes, at minimum	Yes	No	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)	☒	☐	186-188
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)	☒	☐	186-188
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5 (a)	☒	☐	186-188
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)	☒	☐	186-188
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work	☒	☐	186-188
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program	☒	☐	186-188
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil	☒	☐	186-188
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:	☒	☐	186-188
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress	☒	☐	186-188
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work	☒	☐	186-188
c. The specific resources, including materials and personnel that will be made available to the pupil	☒	☐	186-188
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study	☒	☐	186-188
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any	☒	☐	186-188

period longer than one semester, or one-half year for a school on a year-round calendar			
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion	☒	☐	186-188
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate	☒	☐	186-188
Comments by review team:			

Faculty Report
Orchard

As we move further into the school year, the classes are beginning to settle into their rhythms. There is a wonderful sense of activity throughout the school as students become more comfortable in their classrooms, deepen their relationships with their teachers and classmates, and begin engaging more fully in the work of the year.

This week, I had the opportunity to visit several classrooms and spend time simply observing what our students are learning, creating, and experiencing. One of the things that struck me most was how differently the spirit of each developmental stage comes alive in each room.

I loved sitting in the Catalpa fourth-grade classroom and observing a math lesson. Runes were displayed on the walls alongside beautiful watercolor cursive letters, and there was beauty tucked into seemingly every corner of the classroom. Fresh flowers sat on the desk, and even the students' name tags reflected thoughtfulness and care.I found myself enchanted by the environment and by how beautifully the room seemed to hold the children at this particular stage of their development. It was a lovely reminder that our classrooms themselves can be part of the education-surrounding children with beauty, intention, and a sense that their work matters.

I also visited the Madrona fifth-grade class during a math lesson. The peaceful blue walls and twinkling lights around the board created such a calm atmosphere. Ms. Alamillo invited students to come to the front of the room and work through problems for their classmates. What stood out to me most was not simply the mathematics, but the way the students responded to one another. They were quiet and attentive while their classmates demonstrated their thinking, and there was a noticeable feeling of kindness and support in the room. Students were given the opportunity to take a risk in front of their peers while knowing that their classmates were there to encourage them. It was wonderful to see that sense of community woven naturally into an academic lesson.

Visiting our first-grade rooms is always one of my favorite experiences. When I entered, classical music was playing softly while the children worked. Each week, the class collaboratively creates its own fairy tale inspired by a letter sound they have learned that week. The children then create illustrations to accompany the story. During my visit, students were busily drawing with colorful Stockmar stick crayons. When their illustrations were complete, the children participated in a silent gallery walk, moving through the room and taking time to admire one another's artwork.

I visited Yew Tree during a Cultural Studies lesson and admittedly spent part of my visit simply admiring the beauty of the room. Beautiful watercolor mountains filled the board, and even the classroom expectations were thoughtfully displayed on watercolor paper.

During Cultural Studies, students were practicing colors in Spanish through both song and movement. After singing together, they played a game in which the teacher called out a color in Spanish and students searched the classroom for objects matching that color.

In sixth grade, students were happily working with exponents and PEMDAS through stations positioned around the classroom. The room itself was filled with beautiful green plants and lively energy. Students moved between activities and seemed genuinely engaged and excited by the work. It was wonderful to see mathematics become something active and collaborative, with students able to move, problem-solve, and engage with concepts in different ways.

In the middle school, there is especially lively energy around Student Council. Students are eagerly writing speeches, discussing issues that matter to them, and planning different aspects of their campaigns. It has been wonderful to hear them thinking seriously-and sometimes very passionately-about the ways they might contribute to our school community.

Students across campus are abuzz with conversations about our school dress code, and it is clear that this is an issue many of them feel deeply invested in. What has been particularly interesting to hear is that students are not simply asking for the dress code to disappear. They recognize and support the reasoning behind important boundaries, such as keeping media imagery off campus and ensuring clothing provides appropriate coverage. What they are asking us to consider is whether there might be more room within those boundaries for individuality, self-expression, and personal interests. For our older students especially, clothing is becoming one of the ways they explore and communicate who they are. At a school where we work so intentionally to nurture the developing individual, encourage independent thinking, and help students discover their own voices, their questions about where self-expression fits within our dress code feel worthy of listening to.

A middle school student wanted to share their thoughts about the dress code and the importance of student expression: “I think the dress code is unfair to students because at this school we really want to express our inner selves, and I think an important way to do this is having more freedom in the dress code, especially things like national parks. We understand some things are really important-like no media and wearing shorts that are long enough,and no crop tops. But it makes me just want to be

homeschooled when I get in trouble for wearing things like a picture of the Grand Canyon, but I can't wear it because it says 'Grand Canyon, or one of my classmates got dress-coded for wearing a shirt with a beautiful picture of the planets, but it said "The Galaxy", so they can't wear it- which feels really confusing because we study Astronomy in 6th and 7th grade."

Our students are asking us to distinguish between boundaries that protect the values and learning environment of our school and rules that may simply exist because they have always existed. They are asking thoughtful questions about why certain expectations are in place, and they want to understand the purpose behind them. When so many students are independently raising the same concern, it may be worth becoming curious about what they are telling us and considering whether our current dress code continues to serve the intentions behind it.

These concerns are not coming from students alone. Many teachers have expressed similar concerns about our current dress code and the impact its enforcement is having on our classrooms and relationships with students. Teachers are working every day to build trust, connection, and mutual respect with their students. When we are repeatedly placed in the position of correcting children for clothing that we ourselves do not believe is harmful or disruptive to the learning environment, it can create unnecessary tension in those relationships. Instead of beginning a morning with connection and readiness for learning, a teacher may find themselves addressing a sweatshirt, a logo, a word, or another clothing choice. What could have been a small and inconsequential part of a child's day can suddenly become a source of conflict, embarrassment, frustration, or disconnection. For some faculty members, there is an additional difficulty: we are being asked to enforce aspects of a policy that we may not believe are serving our students well. That creates an uncomfortable position for teachers and can lead to inconsistency across classrooms-not because teachers do not care about upholding school expectations, but because they are trying to balance those expectations with what they understand about child development, relationships, belonging, and the individual children standing in front of them. There are also significant concerns among faculty about equity and access. A dress code should help create an environment in which children can comfortably and appropriately participate in school. It should not inadvertently create another barrier to getting through the classroom door. Families have different financial resources, different amounts of time, different access to clothing, and different circumstances at home.

Reasonable boundaries around safety, appropriate coverage, and media are understood and supported by many students and faculty members. The larger question is whether every element of our current policy is necessary to protect those values-and

whether the benefits of each restriction outweigh the conflict, stress, and barriers created by enforcing it.

Faculty Chair Report
Sarah Chase
River School

Everyone is starting to settle into the school year here at the River campus and routines are being formed. Mrs. Hanley has been busy working to support our new and newish teachers which has been so nice to have someone dedicated to this role. She is dedicated to helping everyone be successful this year. Ms. Rachel has also been busy at work as our lead yard duty and has brought a proposal to staff to reconfigure the recess zones. The teachers have been impressed by the ideas that she has and will vote on the proposed zones soon. She is also making sure that the yard duties feel supported and she is scheduling regular meetings for all the yard duties to check in and get questions answered and support given. This is so needed. Mrs. Miller has also taken some additional duties as the staff yard duty liaison and she was allotted an extra time to be this support person for the yard duties which everyone was in support of. Mrs. Miller's abilities seem endless and she gives back so much to our River community. It would be so beneficial if she was able to be a full time employee.

The second grade classes, Eucalyptus and Dragon Tree, are preparing for their rendition of Sir George and The Dragon. They have something up their sleeves to accommodate both classes and we cannot wait to see what they present at the end of the month. Laurel Tree eighth grade is going to be headed to Ashland in a couple weeks for their first big field trip of the year. There are lots of exciting things coming up for students at our campus.

On another note, there was a fire on campus about a week and half ago. It was after school when the roofers were here. The vegetation on the side of the office in the front of the school caught fire. Thanks to some quick action by some neighbors and the Eagle's Nest staff, the fire department was called out quickly and the fire was put out before it did too much damage. Only some minor repairs were needed and were quickly done by the district. Everyone was safe and out of harm's way.

GOLDEN VALLEY
BOARD OF TRUSTEES

Board Report September 2026

As this new year has started, I am eternally grateful for the energy, care, and intention that each member of our community brings this shared work. September is a time of renewal- a moment to welcome new families, reconnect with returning ones, and turn our attention towards the students who attend both sites. Our work as a board is grounded in the belief that a health school community depends upon thoughtful stewardship, strong relationships, and a clear connection to our agency's mission, vision, and educational goals.

A Community Effort

A Waldorf school is much more than its classrooms and buildings. It is a living community shaped by the relationships among children, teachers, parents, staff, alumni, and volunteers.

Each of us contributes something important to the life of the school. The Board appreciates those members of our community for their time and feedback in staff and community surveys. The Board's role is not to direct every aspect of school life, but to provide responsible governance, protect the mission, steward resources, and help create the conditions in which the faculty and administration can do their best work.

We also recognize that a healthy community requires room for different perspectives. As we move through the year, we hope to model thoughtful listening, direct and respectful communication, and a willingness to approach challenges with curiosity and care.

The Board of Trustees Goals

Heading into our Board retreat, the Board will continue to focus on the long-term health and sustainability of our school while supporting the faculty and administration in their essential work.

Our priorities include:

- ***Recharting:*** successful rechartering both the River campus and the Orchard campus through effective Board oversight, academic achievement and growth, financial sustainability, and meaningful community engagement.
- ***Community Health***: encourage respectful communication, collaboration, and a sense of belonging among faculty, staff, families, and the Board.
- ***Mission and Educational integrity***: Keeping Waldorf education and the developmental needs of the child at the center of our decisions.
- ***Financial sustainability***: Continuing careful stewardship of school resources and planning responsibly for the future.
- ***Strategic planning:*** Looking beyond the immediate school year to consider what our schools needs to thrive in the years ahead.

- ***Community Growth and Enrollment***: Continue building efforts to welcome families who are seeking an education rooted in imagination, connection, creativity, and whole-child development.
- ***Board development:*** Strengthening our own governance practices so the Board can serve the school with clarity, humility, and consistency.

September Reflection

At the start of a school year, there is a particular quality of possibility in the air. New friendships are forming, classrooms are taking shape, and familiar rhythms are returning. Remember, the work we do together is ultimately in the service of the children. Their experience of school is shaped not only by what happens in the classroom, but also by the culture and relationships they experience around them.

May this school year be a year of growth, connection, and renewed purpose.

Respectfully,

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

Meredith Willsen
Board of Trustees, Vice Chair
Golden Valley Charter School

GOLDEN VALLEY
CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, ED

September 9, 2026

K-8 Tuition-Free Public Waldorf Schools

1000 River Rock Drive, Ste 220 Folsom, CA 95630 916-597-1478 www.goldenvalleycharter.org

THE CHARTER MANAGEMENT OFFICE

The 2026–27 school year is off to a strong start across Golden Valley Charter Schools. August focused heavily on welcoming students and families back to campus, supporting faculty and staff through the opening weeks of school, and continuing preparation for Golden Valley River School's charter renewal.

Back to School Nights

Both campuses successfully hosted their annual Back to School Nights in August. River School held its event on August 18, followed by Orchard School on August 20. Families had the opportunity to meet with classroom teachers, learn about the year ahead, and hear from school leadership.

Each evening also included opportunities for families to complete Live Scan and TB requirements to support volunteer participation on campus. The events were well attended and provided an important opportunity to reconnect returning families, welcome new families, and reinforce expectations for communication, volunteerism, and community participation.

As we begin the year, we are continuing to emphasize our 2026–27 theme, Rooted in Service, Growing in Community, with a particular focus on strengthening meaningful family engagement across both campuses.

Parent Information Meetings and Enrollment

Planning is underway for the upcoming Parent Information Meeting cycle for both River and Orchard Schools. These meetings are an important part of our enrollment process and provide prospective families with an opportunity to learn about Golden Valley's Waldorf-inspired educational program, meet school leadership, tour the campuses, and better understand the commitments associated with attending a public charter school.

River and Orchard will each host multiple Parent Information Meetings during the enrollment season to provide families with several opportunities to participate. Enrollment outreach and communications will continue throughout the fall as we prepare for the 2027–28 enrollment cycle.

Golden Valley River School Charter Renewal

A significant organizational priority this fall is the renewal of the Golden Valley River School charter. The renewal petition and supporting documentation are being finalized for submission to the San Juan Unified School District.

The renewal process represents the culmination of extensive work reviewing River School's academic performance, student growth, educational program, governance, fiscal operations, compliance systems, and progress over the current charter term. The renewal submission also reflects the work completed with Parsec Education to analyze student achievement and growth data and to ensure that the school's performance is clearly and accurately presented.

Following submission, the renewal process will move into the public hearing phase before the San Juan Unified School District Board of Education. The first renewal hearing is scheduled for **October 27, 2026**, with the second hearing scheduled for **January 26, 2027**.

Between submission and the hearings, staff will continue preparing for presentations, data references, and responses to anticipated district questions. We will also communicate with River families about the renewal process and opportunities for the community to attend the hearings and demonstrate its support for the school.

Charter renewal will remain one of Central Office's primary areas of focus throughout the fall and into January. We appreciate the significant work of faculty, staff, Board members, families, and community members whose contributions continue to support River School and demonstrate the strength of Golden Valley's educational program.

Looking Ahead

September will focus on settling into the academic year, strengthening systems and supports established during the opening weeks, preparing for the upcoming enrollment season, and completing the next phase of River School's renewal process. We will continue to monitor enrollment, attendance, student achievement, fiscal conditions, and school operations while supporting both campuses in providing a strong and consistent educational experience for students and families.

ORCHARD –

As we move into September, Orchard School has successfully completed the first weeks of the school year. Students and staff have settled into routines, classrooms are engaged in meaningful learning, and our school community continues to demonstrate the collaboration and commitment that make Orchard such a special place.

We recently completed our Williams site visit and are pleased to report that only a few minor upgrades were identified for our kindergarten yard to further enhance student safety. We appreciate the thorough review process and are grateful that our facilities continue to provide a safe and welcoming environment for students.

To address these improvements, we invite staff, families, board members, and community members to join us for a Community Workday on Saturday, September 12, at 8:00 a.m. Volunteers will help secure the kindergarten play structure and bridge, reinforce the redwood logs in the bark border and garden beds near the classroom, assist with general campus cleanup, and complete additional safety-related projects. This is a wonderful opportunity for our community to come together in support of our youngest Golden Valley students. All are welcome, and we appreciate any time participants can contribute.

This month's virtue is Grace, a quality that is especially important as we begin a new school year together. Grace means extending kindness, patience, and understanding to others, even when mistakes are made or challenges arise. In a school community, grace can look different in many ways:

- Students showing patience and empathy toward classmates who are still learning routines.
- Adults assuming positive intentions when misunderstandings occur.
- Families and staff working together with understanding as we navigate questions and concerns.
- Giving ourselves grace as we learn, grow, and adapt to new situations.

When we practice grace, we create a culture where people feel valued, supported, and encouraged to do their best. By extending grace to one another, we strengthen the relationships that help our students thrive academically, socially, and emotionally.

We are excited for the many opportunities ahead this month, including continued classroom learning, community-building activities, and our annual Courage Day and food drive efforts. Thank you to our dedicated staff, supportive families, and Board of Trustees for your continued partnership in creating a positive and enriching learning environment for all students.

RIVER –

There is something very special about September. The long days of summer begin to give way to the rhythm of the school year. Classrooms come alive again with familiar voices and new friendships. Children settle into their daily routines, teachers return to the work of guiding their students, and our community begins once again to find its rhythm.

Our virtue for the month of September is Grace. Grace is a beautiful virtue to begin a school year with because it invites us to consider not only how we treat others, but also how we move through the inevitable challenges, changes, and imperfections of life. To have grace is to make room—for another person's mistake, for a child who is still learning, for a new family finding its place, and for ourselves when things don't go exactly as planned. Grace allows us to respond rather than react. It asks us to slow down, listen, and remember that growth rarely happens all at once.

Our classrooms also remind us that learning is not merely about getting the right answer. It is about developing the capacities to persevere, to wonder, to create, to listen, and to meet difficulty with courage. Grace gives us the patience to allow those capacities to develop. As adults, we can model this for our children. When we respond to mistakes with patience, when we give someone the benefit of the doubt, when we repair a relationship rather than simply assign blame, we teach our children something far more powerful than any lesson we could write on a board. We teach them how to be human.

As we establish our rhythms for the new school year, we are emphasizing the importance of daily attendance. There is a wonderful consistency to Waldorf education. Each day builds upon the day before it. A story continues. A mathematical concept develops. A painting or drawing becomes part of a larger artistic experience. Friendships deepen. Classroom routines become habits. The rhythm of the week and the rhythm of the year depend upon children being present within them. For this reason, every school day matters.

Attendance is about more than minutes in a classroom. It is about belonging. When a child is here, they are part of the morning verse. They are part of the conversation. They are part of the work their classmates are doing. They contribute their own presence to the social fabric of the classroom. And when a child is absent, even for understandable reasons, there is a little piece of that classroom community that is missing.

We can do hard things—and we don't have to do them perfectly. We simply have to keep growing.

Enrollment and Attendance – Orchard					
	2026-2027	Month 1 ADA	Movement		
TK	31	96%	+1		
K	29	97%	+1		
ABK	20	TK:97%/K:95%	0		
OBK	20	TK:100%/K:98%	0		
MBK	20	TK:93%/K:98%	+2		
1	26	98%	0		
2	20	95%	0		
3	40	97%	+1(2)		
4	41	96%	+1(4)		
5	25	95%	(1)		
6	29	98%	0		
7	29	95%	0		
8	28	92%	0		
Total	08/31/2026	Month 1 ADA Total 96%	298		

Enrollment and Attendance – River					
	2026-2027	Month 1 ADA	Movement		
TK	25	96%	0		
K	35	96%	0		
CBK	20	TK: 100%/K:100%	0		
LBK	20	TK:95%/K:97%	0		
PBK	20	TK:96%/K:96%	0		
1	48	97%	+1		
2	48	99%	0		
3	30	95%	+2		
4	29	97%	0		
5	29	96%	+1		
6	23	96%	(2)		
7	30	98%	0		
8	17	97%	(2) +1		
Total	08/31/2026	Month 1 ADA Total 97%	313		

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.

Applications for Enrollment for the 2026-27 school year will continue to be accepted. Parent Information Meetings (PIM) are scheduled for September to learn more about GVCS and learn how to apply.

September 16: River School PIM

September 23: Orchard School PIM

October 08: ZOOM PIM

Waitlist:

Orchard:

TK:6

K: 32

6:3

River:

TK: 2

K: 36

Marketing, Communications & Outreach

- **Focus:** Highlighting the engagement of our community and comprehensive and developmentally appropriate curriculum
- **Actions:**
  - Weekly social media posting
  - Social Media Ads out for Parent Information Meetings happening in September
  - Parent Enrichment set for September 23 @6pm in the Orchard School
  - Beginning a video project for prospective families – project launch date by January
  - Ensuring School newsletters highlight stories and involvement
    - Gathered biographies and am awaiting more to highlight new staff and faculty in the newsletters
  - **Chalk It Up** – Sept 5: Outreach event to showcase 8th graders, Waldorf-inspired art curriculum, and our school presence within the greater community

Communications

- **Theme:** Rooted in Service, Growing in Community - Bingo Card for Family Engagement in school office
- **Pass the Torch** sent to Eighth Grade Families to share wisdom, stories, and advice for the incoming first grade families
- **Engagement Plan:** Purpose is to bring families, teachers, staff, and parent-led groups together to strengthen the partnership between home and school

Development

Annual Giving Campaign

- The forecasted budget for the school year is printed on the back of AGC forms, included in newsletters, and will be reiterated at Back-to-School Nights
- Placed Communication in School Newsletter
- Will send a specific ParentSquare Sept 9

Fundraising with GVEF

- **Monthly Meeting Sept 1:**
  - Great recruitment. 16 people showed up
  - Two new members were nominated, creating 4 new members for this year
  - **Next Mixer & Meeting:** Sept 10 for breaking out into committees and having a mixer 5:30pm – 7:30pm
  - **Next Monthly Meeting:** October 6 and every second Tuesday

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	33/299	$2,823		$35,000
GVRS	68/313	$7,862		$65,000
General Donation	n/a	$0		
TOTAL	**101/612**	**$10,685**	**$60,000**	$100,000