



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

October 14, 2026

Board Meeting Access Information

Date: Wednesday, October 14, 2026
Time: 5:00 p.m.
Primary Location: **Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662**

Remote Location: Golden Valley Orchard, Room 19, 6550 Filbert Ave, Orangevale, CA 95662

Zoom Link: Topic: BOT Regular Meeting 2026.10.14
Time: October 14, 2026 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/83385743917?pwd=MyWG91CoJPsGTG3LgJNrScgfkLz8ls.1>

Meeting ID: 833 8574 3917

Passcode: 256732

One tap mobile

+16699009128,,83385743917#,,, *256732# US

Join instructions

https://us02web.zoom.us/join/83385743917?signature=DwwVR79z02wtR_pyS2Y0GBnUsSMDilgmn4K6_A4EB_E

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.

October 14, 2026

Regular Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Meredith Willsen, Ekaterina Khmelniker, James Stark, Jessica Crew, Marcus Neal, Julia Koch
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. **Minutes Approval** – 5:21 p.m. *(K. Gerski-Keller)*
Action: Shall the Board approve the September 9, 2026, Regular Meeting Minutes?
7. **Declaration of Need** – 5:22 p.m. *(N. Freitas)*
Discussion/Action: Shall the Board approve the Declaration of Need for an Emergency Cross-cultural, Language, and Academic Development (CLAD)/English Learner Authorization Permit for Alfred (AJ) Lacoste for submission to the California Commission on Teacher Credentialing (CTC)?

October 14, 2026

8. **Employee Benefit Contributions** – 5:30 p.m. *(N. Freitas)*
Discussion: Nikki Freitas will review employee benefit contributions for the 2026-2027 school year.
9. **Conflict Resolution Committee** – 5:45 p.m. *(K. Gerski-Keller)*
Discussion/Action: Shall the Board nominate and approve the appointment of a voting member to serve on the Conflict Resolution Committee for the 2026-2027 school year?
10. **Attendance Policy (First Read)** – 5:50 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board approve the revised Attendance Policy for Golden Valley Charter Schools (GVCS)?
11. **Suspension and Expulsion Policy (First Read)** – 6:05 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board approve the revised Suspension and Expulsion Policy for GVCS?
12. **Transitional Kindergarten Teachers Policy (First Read)** – 6:20 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board approve the Transitional Kindergarten Teachers Policy for GVCS?
13. **Volunteer Policy (First Read)** – 6:40 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board approve the revised Volunteer Policy for GVCS?
14. **Faculty Reports** – 6:55 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)*
15. **Executive Reports** – 7:05 p.m.
Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.
Executive Director Report: Executive Director, Jennifer Hoover, will present items of interest to the board.
16. **Recitation of the Motto of the Social Ethic** – 7:20 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.
17. **Adjournment of the meeting** – 7:20 p.m. *(K. Gerski-Keller)*

September 9, 2026

Regular Meeting Minutes

1. **Chair Katie Gerski-Keller called the meeting to order at 5:04 p.m.**
2. **Roll Call –**
Board Members Present: Katie Gerski-Keller, Meredith Willsen, Ekaterina Khmelniker, Jessica Crew, James Stark
Guests: Brittany Galles, Jennifer Hoover, Becky Page (remote), Ryan Sutton, Mindy Kiel, Sarah Chase, Marcus Neal, Julia Koch, Jordan Watkins **Jordan Watkins joined the meeting at 5:34 p.m.**
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. **Meredith read the Grace Virtue Card.**
5. **Public Comment –**
Bri D'Agostini Cheek made a public comment regarding hiring protocols.

Chair Katie Gerski-Keller closed public comment at 5:09 p.m.
6. **Consent Agenda –**
It was moved by Jessica Crew and seconded by James Stark that the Board approve the following items by consent:

6.1 The Board approved the August 19, 2026, Annual Meeting Minutes.
6.2 The Board approved an out-of-state field trip for the Orchard School 7th Grade Class to Ashland, Oregon in the Fall of 2026.

(Ayes: 5, Noes: 0, Abstain: 0)
7. **Appointment of New Members to the Board of Trustees –**
Meredith nominated Marcus Neal to the Board of Trustees.

It was moved by Meredith Willsen and seconded by James Stark that the Board approve to appoint Marcus Neal to the Board of Trustees.

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

September 9, 2026

Meredith nominated Julia Koch to the Board of Trustees.

It was moved by Meredith Willsen and seconded by James Stark that the Board approve to appoint Julia Koch to the Board of Trustees.

(Ayes: 3, Noes: 0, Abstain: 3, J. Crew, E. Khmelniker, M. Neal)

8. BOT Oath of Office –

Board members Marcus Neal and Julia Koch recited, completed and signed the Board of Trustees (BOT) Oath of Office for the 2026-2027 school year.

9. 2025-2026 Unaudited Actuals, GVOS –

Brian Lara from CSMC presented the 2025-2026 Unaudited Actuals for GVOS. Brian's slides are included at the end of these Regular Meeting Minutes.

The financial report as of June 30, 2026, was presented in comparison to the Board-approved 2nd Interim Budget, based on enrollment of 315 students and ADA of 293.00. Year-to-date revenues were 5.8% over budget, primarily due to a \$29,000 increase in LCFF revenue, \$292,000 in STRS on Behalf State revenue, and a \$37,000 increase in local revenue from foundation grants, donations, and field trip revenue. Federal revenue was \$27,000 below budget after accounting for the \$375,000 ERC tax credit transferred from River to Orchard. The ERC tax credit is recorded below the line and added to the ending fiscal year position. Year-to-date expenses were 6.4% over budget, primarily due to personnel expenses, including \$292,000 in STRS on Behalf expense and a \$40,000 overspend in OASDI/Medicare and Health and Welfare benefits. These increases were partially offset by underspending in certificated salaries (\$28,000) and classified salaries (\$47,000). Books and Supplies were \$14,000 over budget, and Services were \$4,000 over budget.

The resulting net income/ending surplus position was \$1,106,647, including the \$375,000 ERC tax credit. As of June 30, 2026, Orchard reported total cash of \$719,703, short-term liabilities of \$298,817, and no long-term liabilities. The ending fund balance was \$873,510. Compared to the prior year-end close, Orchard's reconciled cash increased by \$719,603, from \$90 to \$719,703.

James commented on field trip revenue being included within all other local revenue. Brian confirmed field trip revenue will be coded as its own line item and will become visible when CSMC starts to prepare the First Interim Budget. Brian offered to show what this will look like on the income statement during the next Finance Committee Meeting. Board members clarified field trip revenue includes both field trip payments and fundraising.

It was moved by Ekaterina Khmelniker and seconded by James Stark that the Board approve the 2025-2026 Unaudited Actuals for Golden Valley Orchard School (GVOS).

(Ayes: 7, Noes: 0, Abstain: 0)

10. 2025-2026 Unaudited Actuals, GVRs –

Brian Lara from CSMC presented the 2025-2026 Unaudited Actuals for GVRs. Brian's slides are included at the end of these Regular Meeting Minutes.

September 9, 2026

The financial report as of June 30, 2026, was presented in comparison to the Board-approved 2nd Interim Budget, based on enrollment of 316 students and ADA of 297.00. Year-to-date revenues were 0.02% over budget, primarily due to \$210,000 in STRS on Behalf State revenue and a \$50,000 increase in local revenue from foundation grants, donations, and field trip revenue. These increases were largely offset by a \$235,000 LCFF funding clawback related to prior-year overpayments and a decrease in federal revenue associated with the \$375,000 ERC tax credit transfer from River to Orchard. Noting the LCFF funding clawback, Brian advised the Board that this has also occurred to several other schools in Northern California. Susan Lefkowitz from CSMC is currently working on investigating and backtracking this matter to obtain more clarity. Brian will provide Jennifer with an update once Susan has more information.

Year-to-date expenses were 9% over budget, primarily due to personnel expenses, including \$210,000 in STRS on Behalf expense, a \$46,000 overspend in OASDI/Medicare and Health and Welfare benefits, and a \$166,000 overspend in certificated salaries. Books and Supplies were \$38,000 over budget, and Services were \$29,000 over budget.

The resulting net income was \$209,083. As of June 30, 2026, River reported total cash of \$1,264,206, short-term liabilities of \$787,837, and no long-term liabilities. The ending fund balance was \$996,876. Compared to the prior year-end close, River's reconciled cash increased by \$479,548.

Brian reviewed the bottom line and fund balance for both GVOS and GVRS presenting a final fund balance of \$873,510 for GVOS; \$996,877 for GVRS; and \$1,870,387 in total.

James asked for clarity surrounding the negative \$233,137 fund balance for GVOS reflected on the bottom line and fund balance slide to be looked into further with the Finance Committee.

Jordan Watkins joined the meeting at 5:34 p.m.

It was moved by James Stark and seconded by Ekaterina Khmelniker that the Board approve the 2025-2026 Unaudited Actuals for Golden Valley River School (GVRS).

(Ayes: 7, Noes: 0, Abstain: 0)

11. Golden Valley River School Charter Renewal (2027-2032) –

Jennifer's slides are included at the end of these Regular Meeting Minutes.

Jennifer presented an overview of the River Charter School renewal petition, noting that the renewal continues the school's existing educational program while comprehensively updating the Charter to reflect current law, operations, accountability requirements, and evidence gathered throughout the current charter term. The petition includes the 15 required charter elements and supporting documents, including governing documents, safety plans, organizational charts, employee and family handbooks, audit reports, a multi-year budget, LCAP, fiscal policies and procedures, renewal data, facilities agreement, and Form 990s.

The petition strengthens the connection between River's educational program and accountability by incorporating annual goals aligned with the LCAP and state priorities, along with systems for standards-aligned instruction, benchmark assessments, intervention, English language development, special education, professional development, and ongoing data analysis.

September 9, 2026

Jennifer reviewed renewal evidence demonstrating River's continued academic and operational viability. River is classified in the state's middle-performing renewal category, in which academic performance receives significant weight. Enrollment has remained stable, reaching 317 students in 2025–26, while the percentage of students with disabilities increased from 9% in 2021–22 to 15% in 2025–26. Academic performance has shown improvement, with River generally meeting or exceeding district and state performance in English language arts and showing improved mathematics performance. ELA growth was particularly strong in 2025, with all students and key subgroups exceeding statewide growth comparisons. Mathematics growth remains an identified area for continued improvement, while students with disabilities exceeded their statewide comparison group in mathematics growth.

Non-academic indicators also support renewal, with chronic absenteeism generally below district and state levels, with the exception of 2023, and suspension rates consistently below district and state comparison rates. Renewal data also showed that students enrolled at River for three or more years generally demonstrated stronger ELA performance than newly enrolled students, providing supportive evidence of positive outcomes associated with sustained participation in the educational program.

Jennifer also reviewed updates clarifying the governance and fiscal accountability relationship between River and Golden Valley Charter Schools. The Golden Valley Charter Schools Board of Trustees retains ultimate legal and fiduciary responsibility, including authority over the budget, financial reporting, contracts, audits, fiscal solvency, executive leadership, Charter compliance, material program changes, and major facilities commitments. Centralized services provided by Golden Valley include governance, fiscal management, payroll, human resources, credential monitoring, special education coordination, compliance, legal and risk management, insurance, facilities, and technology, while River leadership retains authority over implementation of the instructional program, curriculum, school culture, student services, staffing recommendations, site priorities, and family engagement. The petition also strengthens provisions related to internal controls, fraud prevention, conflicts of interest, accounting, and ongoing fiscal oversight.

The petition addresses long-term operational viability, projecting enrollment of approximately 328 students beginning in 2027–28 and generally stable enrollment throughout the renewal term. It also reaffirms River's responsibilities related to special education, including implementation of IEPs, accommodations and related services, identification and assessment, the SST process, and provision of a free appropriate public education in the least restrictive environment. The petition further acknowledges San Juan Unified School District's statutory oversight authority and River's commitment to ongoing cooperation with district reviews, site visits, fiscal and programmatic monitoring, reporting, and renewal requirements.

Jennifer concluded that the renewal petition demonstrates River's academic viability, operational stability, fiscal accountability, and responsiveness to students and families, while acknowledging areas for continued improvement, particularly mathematics growth, and connecting those areas to specific accountability and intervention systems.

It was moved by Ekaterina Khmelniker and seconded by Julia Koch that the Board approve the Golden Valley River School Charter Petition (2027-2032) for submission to San Juan Unified School District for renewal.

(Ayes: 7, Noes: 0, Abstain: 0)

September 9, 2026

12. Board Retreat Agenda Items –

Discussed agenda items were as follows: Charter finance overview (preferably from Susan at CSMC), River charter renewal updates, GVEF, staff survey review, executive director (ED) goals, ED review timeline, special education (SPED) overview, policy updates – grievance/conflict resolution policy, volunteer policy, and bylaws. Board member expectations, Brown Act training, ethics training, and staff/faculty priorities.

13. 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.

14. Executive Reports –

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

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

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

16. Chair Katie Gerski-Keller adjourned the meeting at 6:50 p.m.

Respectfully submitted by Brittany Galles.

Katie Gerski-Keller, Chair

Date



Financials through Jun 30, 2026

Financial Board Report- FY25-26 Unaudited Actuals

Prepared for: Golden Valley - Orchard and River

Prepared by School's CSMC SBM - Brian Lara



Orchard Financial Summary

Actual to Budget:

This report is as of Jun 30, 2026, compared against our board-approved 2nd Interim budget, based on an enrollment count of 315 students and ADA of 293.00.

YTD Revenues through **Jun 30, 2026**, are **5.8% over** our current budget due to:

- \$29K increase in overall LCFF revenue (this means actual ADA reported was slightly higher than the budgeted ADA)
- \$292K STRS on Behalf State revenue (essentially a wash when used to apply towards STRS on behalf expense)
- \$37K increase in overall Local Revenue from the 2nd Interim budget (foundation grants/donations and field trip revenue)
- \$27K decrease in overall Federal revenue when adding in the \$375K ERC tax credit revenue from River to Orchard

1. On Income Statement, Federal Revenue appears \$406K lower than what was budgeted. However, this does not include the \$375K ERC tax credit. The accounting treatment is as follows:

YTD Expenses through **Jun 30, 2026**, are **6.4% over** our current budget primarily due to being overspent in overall Personnel expenses:

1. \$292K STRS on behalf expense (essentially a wash when STRS on behalf revenue covers the expense)
2. \$40K overspend in OASDI/Medicare and Health and Welfare benefits
3. Benefits overspend softened by \$28K underspend in Certificated salaries/\$47K underspend in Classified salaries

- \$14K overspend in overall Books and Supplies (Materials and Supplies and Software Licensing)
- \$4K overspend in overall Services (Training/Development and CMO Mngmt Expense)

Therefore, net income is **\$1,106,647**.

Balance Sheet:

As of Jun 30, 2026, we had total cash of \$719,703, short-term liabilities of \$298,817, and long-term liabilities of \$0. The ending fund balance is \$873,510.

Compared to last year's close, Orchard is ending this year with \$719,603 more in reconciled cash. (only \$90 the previous year's close).

Report created on 8/28/2026 9:44:51 AM for Golden Valley - Orchard



Orchard Actual to Budget Summary- FY25-26			
FY 2025-2026, July - June			
July - Last Closed			
Account Description	Actual	Budget	Variance \$
LCFF Revenue	\$3,627,305	\$3,598,252	\$29,053
Federal Revenue	\$970,362	\$1,373,260	(\$402,898)
State Revenue	\$808,134	\$524,822	\$283,312
Local Revenue	\$77,363	\$39,744	\$37,619
Total Revenue	\$5,483,164	\$5,536,078	(\$52,914)
Benefits	\$1,109,321	\$766,228	(\$343,093)
Classified Salaries	\$634,812	\$682,009	\$47,197
Certificated Salaries	\$1,356,773	\$1,385,111	\$28,337
Total Personnel Expenses	\$3,100,907	\$2,833,347	(\$267,559)
Other Outgo	\$31,900	\$31,900	-
Capital Outlay	\$1,569	-	(\$1,569)
Services	\$1,308,072	\$1,304,484	(\$3,587)
Books and Supplies	\$309,091	\$295,019	(\$14,071)
Total Operational Expenses	\$1,650,632	\$1,631,404	(\$19,228)
Total Expenses	\$4,751,538	\$4,464,751	(\$286,787)
Net Income	\$731,626*	\$1,071,327	(\$339,701)

Revenue
\$5,483,164

Expenses
\$4,751,538

Surplus / (Deficit)
\$731,626

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

***NOTE:**
Other sources (Transfer of ERC tax credit revenue to Orchard from River) of \$375,022 brings ACTUAL ending surplus position to \$1,106,647

Report created on 8/28/2026 9:44:52 AM for Golden Valley - Orchard

3

River Financial Summary	
<p>Actual to Budget:</p> <p>This report is as of Jun 30, 2026, compared against our board-approved 2nd Interim budget, based on an enrollment count of 316 students and ADA of 297.00.</p> <p>YTD Revenues through Jun 30, 2026, are 0.02% over our current budget due to:</p> <ul style="list-style-type: none"> \$210K STRS on Behalf State revenue (essentially a wash when used to apply towards STRS on behalf expense) \$50K increase in overall Local Revenue from the 2nd Interim budget (ie. foundation grants/donations and field trip revenue) \$20K decrease in overall Federal Revenue when removing the \$375K ERC tax credit revenue from River to Orchard 1. The \$375K expense in Other Outgo is the transfer of the ERC tax credit from River to Orchard. The accounting treatment recognizes the receivable under federal revenue first, and then it records the transfer out of these funds to Orchard as an "expense". \$235K "claw back" of LCFF funding (prior year overpayments were deducted from current year LCFF funds) <p>YTD Expenses through Jun 30, 2026, are 9% over our current budget primarily due to being overspent in overall Personnel expenses:</p> <ol style="list-style-type: none"> \$210K STRS on behalf expense (essentially a wash when STRS on behalf revenue covers the expense) \$46K overspend in OASDI/Medicare and Health and Welfare benefits \$166K overspend in Certificated Salaries (Teacher salaries and Other cert salaries) \$38K overspend in overall Books and Supplies (Materials and Supplies and Food Supplies) \$29K overspend in overall Services (Training/Development and CMO Mngmt Expense) <p>Therefore, net income is \$209,083.</p> <p>Balance Sheet:</p> <p>As of Jun 30, 2026, we had total cash of \$1,264,206, short-term liabilities of \$787,837, and long-term liabilities of \$0. The ending fund balance is \$996,876.</p> <p>Compared to last year's close, River is ending this year with \$479,548 more in reconciled cash.</p> <p>Report created on 8/28/2026 9:52:39 AM for Golden Valley - River</p>	

4

River Actual to Budget Summary- FY25-26

FY 2025-2026, July - June

Account Description	July - Last Closed		
	Actual	Budget	Variance \$
LCFF Revenue	\$3,475,571	\$3,669,482	(\$193,911)
Federal Revenue	\$1,104,817	\$749,841	\$354,976
State Revenue	\$722,686	\$547,699	\$174,987
Local Revenue	\$93,520	\$42,979	\$50,541
Total Revenue	\$5,396,594	\$5,010,001	\$386,594
Benefits	\$1,056,408	\$781,653	(\$274,755)
Classified Salaries	\$622,227	\$732,698	\$110,471
Certificated Salaries	\$1,549,107	\$1,383,007	(\$166,100)
Total Personnel Expenses	\$3,227,742	\$2,897,358	(\$330,384)
Other Outgo	\$375,022	-	(\$375,022)
Capital Outlay	\$1,244	-	(\$1,244)
Services	\$1,285,008	\$1,255,779	(\$29,229)
Books and Supplies	\$330,397	\$292,119	(\$38,277)
Total Operational Expenses	\$1,991,670	\$1,547,898	(\$443,772)
Total Expenses	\$5,219,412	\$4,445,256	(\$774,156)
Net Income	\$177,183*	\$564,745	(\$387,562)

Revenue
\$5,396,594

Expenses
\$5,219,412

Surplus / (Deficit)
\$177,183

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

***NOTE:**
Other sources (Transfer of ERC tax credit claim fees from River to Orchard) of \$31,900 brings ACTUAL ending surplus position to \$209,083

Report created on 8/28/2026 9:52:39 AM for Golden Valley - River



5

Bottom Line and Fund Balance- FY25-26 Unaudited Actuals

	Orchard	River	Total
Beginning Fund Balance	(\$233,137)	\$787,794	\$554,657
Ending Surplus/(Deficit) Before Other Sources	\$731,626	\$177,183	\$908,809
Other Sources (not on Income Statement)	\$375,022	\$31,900	\$406,922
Ending Surplus/(Deficit) After Other Sources	\$1,106,647	\$209,083	\$1,315,730
Final Fund Balance	\$873,510	\$996,877	\$1,870,387

Report created on 8/28/2026 9:52:41 AM for Golden Valley - River



6

Golden Valley River School

Charter Renewal Petition

Board review and approval for submission to San Juan Unified School District

September 2026 GVCS Board Meeting

What the petition includes

September GVCS Board Meeting

The renewal packet is comprehensive by design.

- All 15 statutory charter elements updated for current law and operations
- Academic performance and renewal evidence aligned to the state renewal framework
- LCAP-aligned annual goals, measurable outcomes and progress-monitoring systems
- Governance, fiscal controls, facilities, special education and authorizer relationship clarified
- Supporting appendices: audit, budget, handbook, LCAP, fiscal policies, data, lease and Form 990s

Document structure

Required elements
+
Supplemental criteria
+
Appendix evidence

Purpose: show both compliance and a coherent case for renewal.

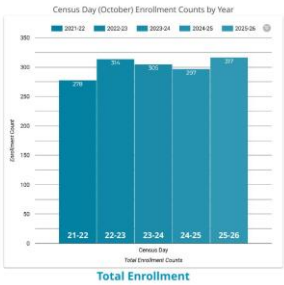
River is presented as a stable, improving middle-performing renewal candidate.

Central renewal argument: stable enrollment, stronger service to students with disabilities, ELA strength, improving math, favorable climate indicators and clear systems for continued improvement.

- The charter identifies math growth as a continued focus rather than overstating the evidence.
- LCAP goals and data cycles connect the renewal findings to future actions.
- Governance and fiscal language has been clarified for reviewer transparency.

3

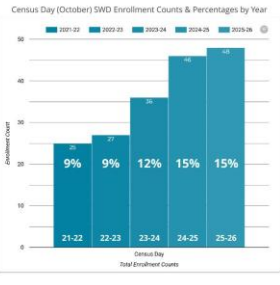
Total Enrollment Over Time



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.

Students with Disabilities Enrollment Over Time



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.

Enrollment is stable, while GVRS is serving a materially larger population of Students with Disabilities than earlier in the charter term.

- 2025–26 enrollment reached the highest census-day enrollment in the five-year dataset.
- SWD enrollment increased from 25 students, or 9%, to 48 students, or 15%.
- The renewal case emphasizes improved outcomes while serving more complex student needs.

4

Enrollment composition and retention

September GVCS Board Meeting

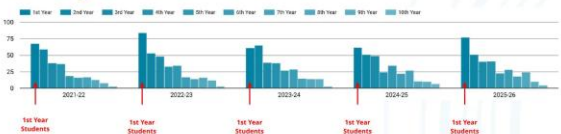
Student Group Enrollment Over Time



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.

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.**



The student population is stable enough to evaluate program effect, and most students have sustained exposure to the GVRS program.

- Subgroup enrollment patterns are part of the renewal evidence.
- Contiguous enrollment helps explain the school's ability to show program impact over time.
- The petition uses longitudinal participation as supportive, not causal, evidence.

State Dashboard Indicators

September GVCS Board Meeting

ELA Comparisons - Priority Student Groups



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.

Math Comparisons - Priority Student Groups



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.

ELA is a clear strength; math has improved and is now more competitive against district and state comparisons.

- The renewal framework gives greater weight to academic performance.
- The petition highlights both current results and year-over-year improvement.
- Priority-group data are central to the argument, not supplemental.

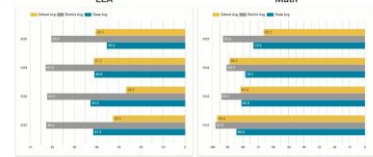
CAASPP trends: all students and priority groups

September GVCS Board Meeting

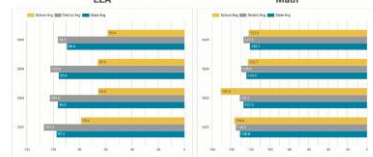
CAASPP Trends - All Students



CAASPP Trends - SED



CAASPP Trends - Students with Disabilities



The trend data show improvement while keeping subgroup performance visible to the Board and authorizer.

- All-student, SED and SWD trends are presented side by side for transparency.
- The charter links these trends to benchmark assessments, intervention and LCAP actions.
- These data help show the school’s capacity to identify and respond to instructional needs.

Growth data

September GVCS Board Meeting

ELA Growth - 2025



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.

Math Growth - 2025

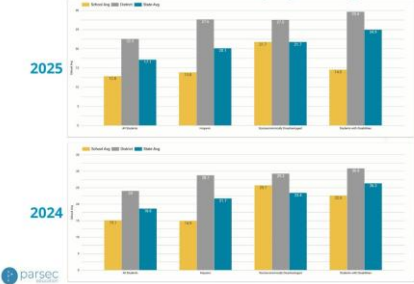


A positive growth score indicates students are showing more growth than similar students across the state. Although the “All Students” growth is slightly below the state average, **Students with Disabilities are outpacing the growth of students in those same groups throughout the state in Math.**

ELA growth is a key strength. Math growth remains the most important continued academic focus, with SWD math growth above comparison.

- All-student ELA growth is meaningfully above the statewide average.
- SED and SWD ELA growth are also above their comparison groups.
- The petition acknowledges all-student and SED math growth as areas for continued improvement.

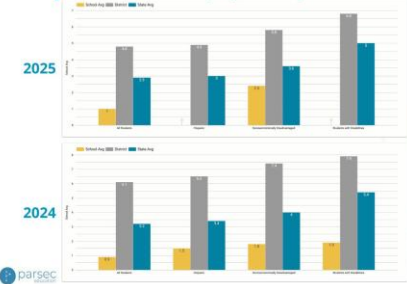
Chronic Absenteeism (%) Comparisons



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.

Suspension Rate (%) Comparisons



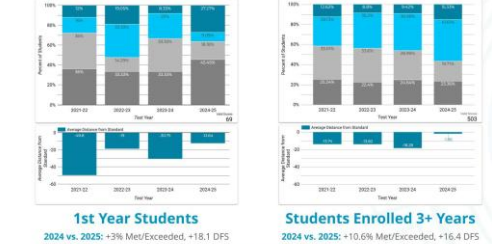
Key Data Points

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.

Chronic absenteeism and suspension data support a renewal narrative of student engagement, access and continuity of learning.

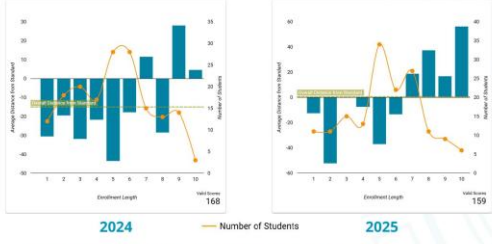
- With the exception of 2023, chronic absenteeism has generally remained below district and state levels.
- Suspension rates have consistently been lower than district and state comparisons.
- These indicators strengthen the academic evidence by showing students remain connected to the program.

CAASPP Trends - ELA by Enrollment Length



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.

Contiguous Enrollment - Distance from Standard: ELA



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.

Students with longer exposure to the GVRS program show stronger ELA outcomes, supporting the value of sustained participation.

- The petition uses length-of-enrollment analysis to show a positive relationship between sustained enrollment and outcomes.
- The evidence is presented as supportive and not causal.
- This helps show that the educational model has a cumulative effect over time.

Governance and fiscal accountability

September GVCS Board Meeting

The renewal petition clarifies who is responsible for what.

• GVCS is the nonprofit public benefit corporation that operates GVRs.

• The GVCS Board retains ultimate legal, fiduciary, fiscal and policy responsibility.

• The Board oversees budget, financial reports, major contracts, audits, fiscal solvency, charter compliance and facilities commitments.

• GVRs leadership retains meaningful site-level authority for instruction, school culture, student services, staffing recommendations and family engagement.

Fiscal safeguards

Separate school-level accounting

Regular financial reporting

Segregation of duties

Conflict-of-interest controls

Independent annual audits

Grant and non-guaranteed revenue planning

GVRS Charter Renewal • 12

Operational commitments

September GVCS Board Meeting

The petition also confirms how GVRs will operate during the next charter term.

Facilities

Projected enrollment of approximately 328 students, with facilities costs included in the annual budget and multiyear projections. Board oversight remains in place for leases and major facilities commitments.

Special Education

GVRS will continue to serve all enrolled students with disabilities, implement IEPs, provide accommodations and services, maintain SST processes and provide FAPE in the least restrictive environment.

Authorizer relationship

The charter affirms cooperation with SJUSD oversight, annual reviews, site visits, reporting, fiscal and programmatic monitoring, information requests and renewal processes.

GVRS Charter Renewal • 13

Approve the petition for submission to SJUSD.

Staff recommends that the GVCS Board of Trustees approve the Golden Valley River School Charter Renewal Petition for the term July 1, 2027 through June 30, 2032, and authorize its submission to the San Juan Unified School District.

Renewal case: stable demand, positive academic evidence, strong climate indicators, clear governance, fiscal accountability and continued focus on improvement.

Questions and Board discussion

BOARD AGENDA ITEM
Declaration of Need – Emergency CLAD Permit
Alfred Lacoste

School/LEA: Golden Valley Charter Schools

Board Meeting Date: October 14, 2026

Agenda Item: #7

SUBJECT

Declaration of Need for Fully Qualified Educators – Emergency CLAD Permit for Alfred Lacoste

RECOMMENDED ACTION

It is recommended that the Governing Board of Trustees approve the Declaration of Need for Fully Qualified Educators and authorize the submission of an application to the California Commission on Teacher Credentialing (CTC) for an Emergency Crosscultural, Language, and Academic Development (CLAD) Permit for Alfred Lacoste.

BACKGROUND

California Code of Regulations, Title 5, Section 80026 requires an employing local education agency to have an annual Declaration of Need for Fully Qualified Educators on file with the California Commission on Teacher Credentialing before the Commission may issue certain emergency or limited assignment permits.

The Declaration of Need allows an employing agency, after reasonable efforts to recruit a fully qualified educator, to request an appropriate emergency permit for an individual who meets the applicable eligibility requirements while completing the requirements necessary for the appropriate authorization.

DECLARATION OF NEED

Golden Valley Charter Schools has identified a need for an educator authorized to provide instruction to English learners. The school has been unable to meet this need through the assignment of a fully qualified educator possessing the required English Learner authorization.

Accordingly, administration requests Board approval to include one (1) Emergency CLAD/English Learner Authorization Permit in the agency's Declaration of Need for Fully Qualified Educators and to authorize submission of an Emergency CLAD Permit application for Alfred Lacoste.

The Emergency CLAD Permit will allow Mr. Lacoste, subject to approval by the California Commission on Teacher Credentialing and satisfaction of all applicable eligibility requirements, to provide instruction to English learners while completing the requirements necessary to obtain the appropriate English Learner/CLAD authorization, including applicable California Teacher of English Learners (CTEL) requirements.

RATIONALE

Approval of this Declaration of Need will enable Golden Valley Charter Schools to maintain appropriate staffing and provide continuity of instruction and services to students while Mr. Lacoste works toward completing the requirements for the appropriate English Learner authorization.

FISCAL IMPACT

No additional fiscal impact beyond the applicable credential/permit processing fees and previously approved personnel costs.

RECOMMENDED BOARD MOTION

Move to approve the Declaration of Need for Fully Qualified Educators reflecting a need for one (1) Emergency CLAD/English Learner Authorization Permit and authorize administration to submit the necessary application and supporting documentation to the California Commission on Teacher Credentialing for Alfred Lacoste.

SUPPORTING DOCUMENTATION

California Commission on Teacher Credentialing – Declaration of Need for Fully Qualified Educators (Form CL-500).



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Contact: <https://educatortools.ctc.ca.gov/ContactUs>
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Golden Valley Charter Schools District CDS Code: 34574470132399

Name of County: Sacramento County CDS Code: 34674470114983

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 10 / 14 / 2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Jennifer Hoover

Name

Signature

Executive Director

Title

(916) 542-7481

Fax Number

Telephone Number

Date

1000 River Rock Drive #220, Folsom, CA 95630

Mailing Address

jhoover@goldenvalleycharter.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency.*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

1

Bilingual Authorization (applicant already holds teaching credential)

0

List target language(s) for bilingual authorization:

N/A

Resource Specialist

0

Teacher Librarian Services

0

Emergency Transitional Kindergarten (ETK)

0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	0
Special Education	0
TOTAL	0

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	0
Art	0	Music	0
Business	0	Physical Education	0
Dance	0	Science: Biological Sciences	0
English	0	Science: Chemistry	0
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	0	Social Science	0
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	0

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. Golden Valley Charter Schools does not operate its own District Intern program.

Does your agency participate in a Commission-approved college or university internship program?

☐ Yes ☒ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Golden Valley Charter Schools does not participate in an internship program.

2026 Employee Benefits Renewal Board Update

Golden Valley Charter Schools (GVCS) | Effective November 1, 2026

Purpose: Provide the GVCS Board of Trustees with the key financial and benefit changes reflected in the 2026 renewal packet, along with the planned updates to Aflac voluntary benefits and dental coverage.

Executive Summary

- The largest renewal pressure is medical coverage. CaliforniaChoice medical costs increase from \$370,867 annually to \$407,627, an increase of \$36,760 (approximately 9.9%).
- If all current carriers were renewed as shown in the packet, total annual benefit cost would increase from \$422,810 to \$462,081, which is an increase of \$39,271, or 9.3%. We are not renewing all carriers, so this is an approximate amount.
- The renewal strategy is to maintain the CaliforniaChoice medical program while making targeted ancillary-benefit changes intended to improve employee offerings and manage cost.
- Aflac will be updated to include voluntary life insurance. These voluntary Aflac benefits are employee-paid and therefore have no financial impact to Golden Valley Charter Schools and a minimal impact on administrators (payroll, finance, HR).
- Dental coverage will move from Mutual of Omaha (MOO) to Aflac for the renewal. This is a GVCS renewal decision; Aflac has more in-network and greater coverage than MOO.

Key Cost Changes in the Renewal Packet

Benefit	Current Annual Cost	MOO Renewal / Packet Renewal	Change
Medical - CaliforniaChoice	\$370,867	\$407,627	+\$36,760
Dental - Mutual of Omaha – <i>SWITCHING to Aflac</i>	\$43,484	\$45,659	+\$2,174 (5.0%)
Vision - Mutual of Omaha	\$5,670	\$5,670	\$0
Basic Life / AD&D - Mutual of Omaha	\$2,016	\$2,352	+\$336 (16.67%)
Employee Assistance Program	\$773	\$773	\$0
TOTAL	\$422,810	\$462,081	+\$39,271 (9.3%)

Medical detail: the CaliforniaChoice renewal notice shows monthly premium increasing from \$30,905.55 to \$33,968.94, a 9.9% increase. The current employer contribution shown in the notice is \$21,520.81 per month, with a renewal employer contribution of \$23,206.85 per month under the existing contribution approach.

Dental: Move from Mutual of Omaha to Aflac

GVCS plans to move dental coverage from Mutual of Omaha to Aflac for the November 1 renewal. The following reasons should be presented as the rationale for the change, subject to confirmation against the final Aflac dental proposal:

- Cost management: MOO's dental renewal in the packet increases 5.0%, from \$43,484 to \$45,659 annually, creating a reason to evaluate a more competitive alternative.
- Carrier consolidation: placing dental with Aflac alongside the voluntary benefit program can simplify the employee benefit experience and reduce the number of carrier relationships.
- Administrative efficiency: consolidation may streamline enrollment, employee communications, billing coordination, and ongoing service.
- Employee experience: a single Aflac relationship for dental and voluntary benefits may make benefit education and navigation easier for employees.
- Broader benefit strategy: the change aligns with the expansion of Aflac offerings to include voluntary life insurance in addition to accident, hospital indemnity, and cancer coverage.

Aflac Voluntary Benefits Update

Aflac provides the voluntary-benefits for accident, hospital indemnity, and cancer coverage. For the 2026 renewal, GVCS is also adding voluntary life insurance through Aflac.

- Voluntary life insurance gives employees an additional opportunity to purchase life coverage based on their individual needs.
- Aflac voluntary benefits are employee-paid; the packet states there is no financial impact to Golden Valley Charter Schools.
- Adding life insurance creates a more complete voluntary-benefit offering and can be communicated together with the other Aflac benefits during enrollment.

Other Renewal Highlights

- Vision: MOO renewal is flat at the current annual cost of approximately \$5,670.
- Basic Life / AD&D: MOO renewal increases 16.67%, from \$2,016 to \$2,352 annually. The packet also shows lower-cost alternatives from Principal and Unum.
- EAP: MOO remains \$773 annually. The packet shows Principal's EAP at no additional charge when bundled with Principal Life and AD&D.
- The packet's bundled Principal alternative totals \$454,536 annually, a 7.5% increase over current costs, compared with a 9.3% increase under the current-carrier renewal scenario. This is a packet comparison and is separate from GVCS's planned Aflac dental decision.

Summary of Board Report-Out

The 2026 benefits renewal is being driven primarily by a 9.9% increase in medical premiums. If GVCS renewed all current carriers as presented, the annual cost would rise by approximately \$39,271, or 9.3%. To respond to the renewal while maintaining a competitive benefits package, GVCS is keeping CaliforniaChoice medical coverage and making targeted changes to ancillary benefits. Dental will move from Mutual of Omaha to Aflac, with the goal of managing renewal costs, consolidating carrier relationships, and improving administrative and employee benefit coordination. GVCS is also expanding the Aflac voluntary-benefits offering to include

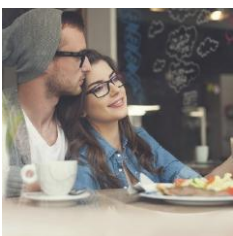
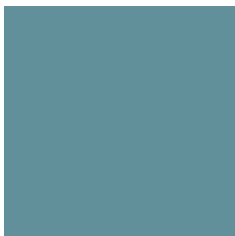
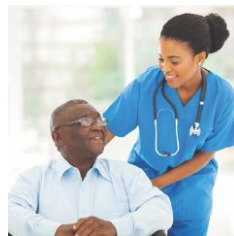
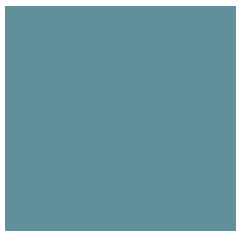
voluntary life insurance. Aflac voluntary benefits are employee-paid and do not create an additional employer cost.

The recommendation is to keep employer contributions as is at the \$550 for employee, \$600 for employee plus dependent, and \$650 for employee plus family.



GOLDEN VALLEY CHARTER SCHOOLS

Benefit Enrollment Guide



November 1, 2026 - October 31, 2027

Table of Contents

If you (and/or your dependents) have Medicare or will become eligible for Medicare within the next 12 months, a Federal law gives you more choices about your prescription drug coverage. Please see page 26 for more details.

This brochure summarizes the benefit plans that are available to Golden Valley Charter Schools eligible employees and their dependents. Official plan documents, policies and certificates of insurance contain the details, conditions, maximum benefit levels and restrictions on benefits. These documents govern your benefits program. If there is any conflict, the official documents prevail. These documents are available upon request through the Human Resources Department. Information provided in this brochure is not a guarantee of benefits.

Our Benefits - The Basics	2
USI Benefit Resource Center (BRC) and Carrier Contacts	3
MyBenefits2Go App	4
California Choice Medical	5
Kaiser Permanente Plans (HMOs)	6
Sutter Health Plans (HMOs)	7
Western Health Advantage Plans (HMOs)	8
Anthem Blue Cross PPO Plan	9
Health Savings Account (HSA)	10
Flexible Spending Account (FSA)	12
Aflac Dental Benefits	13
Mutual of Omaha Vision Benefits	14
How to Find a Participating Provider	15
Mutual of Omaha Group Life & AD&D	16
Mutual of Omaha Employee Assistance Program (EAP)	17
Aflac Voluntary Benefits	18
Preventive Care Services Covered Under the ACA	19
Employee Notices	21
Women's Health and Cancer Rights Act	21
Newborns' and Mothers' health Protection	22
Special Enrollment Rights	25
HIPAA Wellness Program & Disclosure	25
Patient Protection Model Disclosure	25
Medicare Part D Prescription Coverage	26
Children Health Insurance Program (CHIP)	27
Health Insurance Marketplace Coverage	27



Our Benefits – The Basics

Benefits Eligibility

All full-time employees who regularly work at least 30 hours per week, are eligible for benefits.

For employees working less than 30 hours, GVCS will utilize the look back method to determine future eligibility. If an employee works the 9 ½ month school year, they must work at least 1,235 total hours (130 hours x 9.5 month). For an 11-month employee, they must work 1430 hours. For a 12-month employee, they must work 1560 hours.

You can also enroll the following eligible dependents:

- Your legal spouse or registered domestic partner
- Your dependent children

Eligible Dependent Children Age Limits

Medical/Dental/Vision:

Up to age 26 regardless of marital or full-time student status

Enrollment and Qualifying Events

After your initial enrollment, you will have the opportunity to re-enroll in the benefits program each year during the annual benefit open enrollment period.

Annual Open Enrollment for your benefits October 12 through October 23.

All coverages you select during open enrollment will be in effect for a full plan year unless we make a plan change or you experience a qualifying event.

A qualifying event is a change in your personal life that may impact your eligibility or dependent's eligibility for benefits. Examples of some qualifying events include:

- Change in marital status (marriage, death of spouse, divorce, legal separation)
- Change in number of dependents (birth, adoption, death, eligibility status, child support order)
- Change in employment status for you or your spouse (commencement, termination, leave of absence, full-time to part-time or vice versa)
- Special enrollment rights under HIPAA; or you, your spouse or child gain or lose Medicare or Medicaid coverage

Financial distress is **not** an IRS approved reason for dropping benefits deducted from your paycheck on a pre-tax basis. Mid plan year enrollment changes must be requested within 30 days of the event. Failure to request a change of status within 30 days of the qualifying event may result in you having to wait until the next open enrollment period to make your change.

When Coverage Ends

If your employment with Golden Valley Charter Schools ends, your coverage will end on the last day of the month of your termination. Depending upon the circumstances of your termination you may be able to continue coverage under COBRA.

If you are eligible for COBRA, you will receive a COBRA election notice via mail within 45 days from your last day of coverage. You will have a 60-day period to elect COBRA. This 60-day period begins on the later of the day your coverage ends or when you receive the COBRA election notice.

Important Reminders

Just married?

You must complete an online enrollment in Paycom to add your spouse within 30 days of your marriage date and submit a completed CaliforniaChoice application.

Have a new baby?

You must complete an online enrollment in Paycom to add your child within 30 days of the date of birth and submit a completed CaliforniaChoice application. Babies are not automatically added to the insurance policy.

Have you lost other coverage?

If you lose other Health, Dental or Vision coverage, you may enroll yourself and/or your family within 30 days of losing coverage by completing an enrollment in Paycom using the date of loss of coverage as the qualifying event.

Online Enrollment

Golden Valley Charter Schools partners with **Paycom** to bring you quick and easy paperless enrollment. Also, within Paycom you will have access to all plan summaries as well as value add fliers.

It is mandatory that you log in to elect or waive benefits. Please visit <https://paycomonline.com> to get started.

Important Contact Information

You have several options to get assistance with your benefits.

USI Benefit Resource Center (BRC)

We speak insurance and we're here to help!

Our Benefits Specialists can help you choose the right plan for you and your family, translate confusing jargon, answer questions about which benefits are on your plan, and which aren't, work directly with insurance carriers to resolve tricky issues regarding claims and denials of service—and more!

Call the BRC at 888-336-7463, Monday – Friday, 7am to 5pm Pacific Time. You can also email your questions or concerns 24 hours a day to BRCCA@usi.com. If you need assistance outside of regular business hours, please leave a message and one of the Benefit Specialists will promptly return your call or e-mail message by the end of the following business day.



Carrier Contacts

Contact carriers directly for additional information regarding benefit plans. Please contact Human Resources to complete any changes to your benefits that are not related to your initial or annual enrollment.

Carrier Contacts	Phone	Website
CaliforniaChoice • Medical Services	800-558-8003	www.calchoice.com
Aflac • Dental Services	877-864-0625	www.aflac.com/about-aflac/providers/default.aspx
Mutual of Omaha • Vision Services	833-279-4358	www.mutualofomaha.com/vision
Mutual of Omaha • Group Life and AD&D	800-775-6000	www.mutualofomaha.com
Mutual of Omaha • Employee Assistance Program	800-316-2796	mutualofomaha.com/eap
Health Equity • HSA & FSA	877-300-4987	www.healthequity.com
Aflac – Rep. Linda Newcomb • Voluntary Accident, Hospital, and Critical Illness Benefits	650-690-6573	linda_newcomb@us.aflac.com



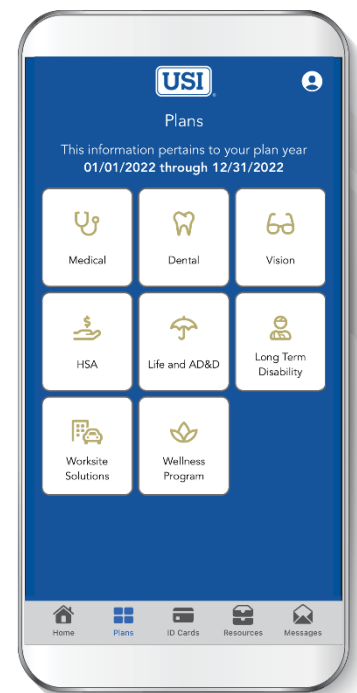


MyBenefits2GO: FREE MOBILE BENEFITS APP

The MyBenefits2GO app gives you on-the-go access to Golden Valley Charter Schools' benefit and insurance policy details, HR contact information and more!

The mobile benefits app provides a quick and simple way for you and your enrolled dependents to access benefit summaries and other important information about our group plans. The app also offers the ability to take photos of ID cards to store on the phone, as well as a way to easily locate carrier and HR contact information—all in one place—24/7 and on the go. The MyBenefits2GO app is free and available for iPhone and Android platforms. App benefits include:

- **Staying Organized**
The app gives you access to benefit plan information and ID cards—all in one place.
- **Keeping Up-to-Date**
The app automatically connects you with the most updated plan information.
- **Lightening Wallets**
The app allows you to store and share images of your ID cards. Images are stored on the phone itself; no personal health information is transmitted or saved.
- **Getting In Touch**
The app provides you with a single location to find contact information for the Human Resources team and the Benefit Resource Center, as well as insurance carriers.



Check Out the App

Download the mobile app to your smartphone. Scroll through the intro pages and, when prompted, enter the code **W53877** to see your plan information.

CaliforniaChoice - Medical Options



Having access to high quality, affordable healthcare is a great concern for most people. That is why Golden Valley Charter Schools offers employees and their families medical coverage options through CaliforniaChoice.

CaliforniaChoice offers a variety of medical plan options through Anthem Blue Cross, Kaiser Permanente, Sutter Health Plan, and Western Health Advantage.

You will find your cost for benefits when you enroll through Paycom. Should you have any question please refer to Human Resources.

HMO Options

Golden Valley Charter Schools offers 11 HMO (Health Maintenance Organization) options 3 of which are Health Savings Account compatible plans. **An HMO offers the greatest level of benefit for the least amount of personal out-of-pocket expense for the member.**

As a form of managed care, the HMO utilizes a series of care protocols, and a Primary Care Physician to provide two key elements of your care.

- First, the Primary Care Physician assumes the role as your personal director of medical care. As such, he or she is responsible for authorizing all care, including emergency care. This important mechanism ensures that you have the greatest opportunity to receive appropriate care from the appropriate provider.
- Secondly, an HMO program provides a myriad of wellness features and programs so as to offer you the greatest opportunity to maintain your fitness and health. Well baby care, routine physical exams, women's care, and mammography are staples of the HMO environment.

Sutter Health Plus

Sutter Health Plus contracts directly with the Sutter Physician Alliance which is made up of Sutter Medical Group and Sutter Independent Physicians. If you choose to enroll with Sutter Health Plus you are electing to receive care only through Sutter facilities and doctors.

Western Health Advantage

Western Health Advantage contracts directly with many medical groups, independent physicians, hospitals and facilities. Providers who have contracted with Western Health Advantage have agreed to provide services to their members at negotiated rates. These providers are considered "In-Network" providers. Western Health Advantage contracts with the following medical groups;

Hills Physician Medical Group
Mercy Medical Group
Meritage Medical Network
North Bay Healthcare Group

Kaiser Permanente

In contrast, Kaiser Permanente owns and manages their care facilities, network and doctors. If you select Kaiser Permanente as your insurance provider, you are also electing to receive care only through Kaiser Permanente's facilities and doctors.

PPO Options

Anthem Blue Cross

Golden Valley Charter Schools offers 1 PPO (Preferred Provider Organization) option through Anthem Blue Cross. A **PPO** plan allows you to choose any licensed doctor or health facility. They also provide you with the flexibility and choice of a broad PPO network combined with an integrated medical management program. **Your out-of-pocket expenses for claims will be greater if you are not using a doctor on the approved PPO list.**



Kaiser Plans & Benefits



	Kaiser Gold HMO B	Kaiser Silver HMO A	Kaiser Silver HMO B	Kaiser Silver HMO D (HSA)
Benefit	In-Network Benefits Only	In-Network Benefits Only	In-Network Benefits Only	In-Network Benefits Only
Individual Deductible	\$250	\$2,300	\$2,000	\$3,200 ind only; \$3,400 ind w/family
Family Deductible	\$500	\$4,600	\$4,000	\$6,400
Individual OOP Max	\$7,800 (incl ded)	\$9,100 (incl ded)	\$8,900 (incl ded)	\$8,300 (incl ded)
Family OOP Max	\$15,600 (incl ded)	\$18,200 (incl ded)	\$17,800 (incl ded)	\$16,600 (incl ded)
Co-insurance	20%	45%	45%	25%
PC/Specialist	\$35/\$55 ded waived	\$65/\$100	\$65/\$100 ded waived	25% after ded
Adult Preventive Care	No charge	No charge	No charge	No charge
Child Preventive Care	No charge	No charge	No charge	No charge
Inpatient Hospital	\$600/day after ded; 5 days/admit	45% after ded	45% after ded	25% after ded
Outpatient Facility	\$335 after ded	45% after ded	45% after ded	25% after ded
Lab/X-Ray	\$35/\$55 ded waived	\$45 / \$80 ded waived	\$35/\$75 ded waived	25% after ded
Advanced Radiology	\$250 after ded	\$400 after ded	\$400 after ded	25% after ded
Emergency Room	\$250 (waived if admitted) after ded	45% after ded	45% after ded	25% after ded
Ambulance	\$250 after ded	45% after ded	45% after ded	25% after ded
Urgent Care	\$35 ded waived	\$65 ded waived	\$65 ded waived	25% after ded
Rx Tier 1	\$15 ded waived	\$20 ded waived	\$20 ded waived	25% after ded; \$250 max/script
Rx Tier 2	\$40 ded waived	\$100 after \$500	\$100 ded waived	25% after ded; \$250 max/script
Rx Tier 3	\$40 ded waived	\$100 after \$500	\$100 ded waived	25% after ded; \$250 max/script
Rx Tier 4	20% ded waived; \$250 max/script	20% after \$500: \$250 max/script	20% after ded; \$250 max/script	25% after ded; \$250 max/script
Rx Mail Order	Refer to carrier	refer to carrier	Refer to carrier	Refer to carrier

Please refer to all evidence of coverage booklets for benefits and limitations.

If you have a Maintenance Drug, one you take everyday, week or month, take advantage of the Mail Order Program

Kaiser plans provide services exclusively through Kaiser Permanente facilities and providers. Provider locations can be found at <https://healthy.kaiserpermanente.org/doctors-locations>.

Sutter Plans & Benefits



	Sutter Health Plan Gold HMO A	Sutter Health Plan Gold HMO B	Sutter Health Plan Silver HMO C (HSA)
Benefit	In-Network Benefits Only	In-Network Benefits Only	In-Network Benefits Only
Individual Ded	\$1,500	\$250	\$2,800 ind only; \$3,300 ind w/family
Family Ded	\$3,000	\$500	\$5,600
Individual OOP Max	\$5,000 (incl ded)	\$7,800 (incl ded)	\$8,000 (incl ded)
Family OOP Max	\$10,000 (incl ded)	\$15,600 (incl ded)	\$16,000 (incl ded)
Co-insurance	20%	0%	25%
PC/Specialist	\$30/\$50 after ded	\$35/\$55 ded waived	\$35/\$50 after ded
Adult Preventive Care	No charge	No charge	No charge
Child Preventive Care	No charge	No charge	No charge
Inpatient Hospital	20% after ded	\$600/day after ded; 5 days/admit	25% after ded
Outpatient Facility	20% after ded	\$300 after ded	25% after ded
Lab/X-Ray	\$30/\$50 after ded	\$35/\$55 ded waived	\$35/\$15 after ded
Advanced Radiology	\$175 after ded	\$250 after ded	\$50 after ded
Emergency Room	\$200 after ded (waived if admitted)	\$250 after ded (waived if admitted)	25% after ded (waived if admitted)
Ambulance	\$200 after ded	\$250 after ded	25% after ded
Urgent Care	\$30 after ded	\$35 ded waived	\$35 after ded
Rx Tier 1	\$15 ded waived	\$15 ded waived	\$20 after ded
Rx Tier 2	\$30 ded waived	\$40 ded waived	\$40 after ded
Rx Tier 3	\$60 ded waived	\$70 ded waived	\$60 after ded
Rx Tier 4	20% ded waived; \$250 max/script	20% ded waived; \$250 max/script	25% after ded; \$250 max/script
Rx Mail Order	Refer to carrier	Refer to carrier	Refer to carrier

Please refer to all evidence of coverage booklets for benefits and limitations.

If you have a Maintenance Drug, one you take everyday, week or month, take advantage of the Mail Order Program

Please be aware that the “Sutter Health Plan” does not include ALL Sutter providers. Review the provider directory at www.sutterhealth.org

Western Health Plans & Benefits



	Western Health Gold HMO B	Western Health Silver HMO A	Western Health Silver C (HSA)
Benefit	In-Network Benefits Only	In-Network Benefits Only	In-Network Benefits Only
Individual Ded	\$250	\$2,300	\$3,200 ind only; \$3,400 ind w/family
Family Ded	\$500	\$4,600	\$6,400
Individual OOP Max	\$7,800 (incl ded)	\$8,750 (incl ded)	\$8,300 (incl ded)
Family OOP Max	\$15,600 (incl ded)	\$17,500 (incl ded)	\$16,600 (incl ded)
Co-insurance	0%	30%	25%
PC/Specialist	\$35/\$55 ded waived	\$50/\$50 ded waived	25% after ded
Adult Preventive Care	No charge	No charge	No charge
Child Preventive Care	No charge	No charge	No charge
Inpatient Hospital	\$600/day after ded; 5 days/admit	30% after ded	25% after ded
Outpatient Facility	\$300 after ded	\$500 after ded	25% after ded
Lab/X-Ray	\$35/\$55 ded waived	\$50/\$80 ded waived	25% after ded
Advanced Radiology	\$250 after ded	\$500 ded waived	25% after ded
Emergency Room	\$250 after ded (waived if admitted)	30% after ded	25% after ded
Ambulance	\$250 after ded	No charge	25% after ded
Urgent Care	\$35 ded waived	\$100 after ded	25% after ded
Rx Tier 1	\$15 ded waived	\$20 ded waived	25% after ded; \$250 max/script
Rx Tier 2	\$40 ded waived	30% after \$500; \$250 max/script	25% after ded; \$250 max/script
Rx Tier 3	\$70 ded waived	30% after \$500; \$250 max/script	25% after ded; \$250 max/script
Rx Tier 4	20% ded waived; \$250 max/script	30% after \$500; \$250 max/script	25% after ded; \$250 max/script
Rx Mail Order	Refer to carrier	Refer to carrier	Refer to carrier

Please refer to all evidence of coverage booklets for benefits and limitations.

If you have a Maintenance Drug, one you take everyday, week or month, take advantage of the Mail Order Program

To locate Western Health providers and facilities please visit; www.westernhealth.com

Western Health does not offer coverage outside the state of California.

Anthem Blue Cross Plans & Benefits



Anthem Blue Cross Silver Select PPO B		
Benefit	In Network	Out of Network
Individual Ded	\$1,700	\$3,400
Family Ded	\$3,400	\$6,800
Individual OOP Max	\$9,100 (incl ded)	\$18,200 (incl ded)
Family OOP Max	\$18,200 (incl ded)	\$36,400 (incl ded)
Co-insurance	40%	50%
PC/Specialist	\$50/\$95 ded waived	50% after ded
Adult Preventive Care	No charge	50% after ded
Child Preventive Care	No charge	50% after ded
Inpatient Hospital	40% after ded	50% after ded; \$650 benefit max/day
Outpatient Facility	\$250 + 40% after ded/\$50 + 40% after ded (Hospital/ASC)	50% after ded; \$380 benefit max/admit
Lab/X-Ray	\$20 ded waived	50% after ded
Advanced Radiology	40% after ded	50% after ded; \$800 benefit max/test
Emergency Room	\$300 (waived if admitted) + 40% after ded	Paid as in-network
Ambulance	40% after ded	Paid as in-network
Urgent Care	\$50 ded waived	50% after ded
Rx Tier 1	\$15/\$20 ded waived	Not covered
Rx Tier 2	\$70/\$80 after \$300	Not covered
Rx Tier 3	\$110/\$120 after \$300	Not covered
Rx Tier 4	30%/40% after \$300; \$250 max/script	Not covered
Rx Mail Order	Refer to carrier	Not covered

Please refer to all evidence of coverage booklets for benefits including exclusions and limitations.

PPO participating provider network reminder

You may see any licensed provider, however, to have the highest level of coverage you should use an in-network provider whenever possible. Non-network providers will be covered at a lower level, and you may be billed for services over the allowable amount. The Select PPO plan utilizes a limited subset of the Anthem Full Network. Review the provider directory at <http://providerdirectory.calchoice.com/ca/physicians/>

Health Savings Account (HSA)

HealthEquity®



Who can have an HSA?

Employees enrolling in an **HSA compatible medical plan** may participate in an HSA, unless:

- You are covered under another medical plan;
- You are covered under a full Health Flexible Spending Account (FSA) (that reimburses all types of medical services);
- You are enrolled in Medicare (even Part A); or,
- You are claimed as a dependent on another person's taxes.

The Kaiser Silver HMO D, Sutter Silver HMO C, & Western Health Silver HMO C are HSA compatible plans.

The federal tax rules governing HSAs and domestic partners vary depending on whether the domestic partner is a tax dependent. Consult your tax advisor whether your domestic partner is a tax dependent.

Who contributes to an HSA?

Contributions to your HSA can be made by you, your employer, or both. However, the total contributions are limited annually. If you make a contribution, you can deduct the contributions (even if you do not itemize deductions) when completing your federal income tax return. **The maximum amounts that can be contributed to an HSA for 2026 are \$4,400 for individual or \$8,750 for family. 2027 limits are \$4,500 for an individual and \$9,000 for a family.**

- Catch up contribution of \$1,000 available for enrolled employees 55 years and older ONLY.

Unused amounts in your HSA can be rolled over from one year to the next. Contributions to the account must stop once you are enrolled in Medicare. However, you can keep the money in your account and use it to pay for qualified medical expenses tax free.

Health Savings Account Funds are owned by the individual and not the employer. We recommend consulting with your tax advisor on HSA tax issues. Many states, including California, do not currently provide the same favorable tax treatment provided under federal law for HSAs. Current California law requires the following adjustments:

- An employee taking an HSA deduction on their federal return must increase their Adjusted Gross Income (AGI) by the amount of the federal deduction on his California tax return;
- Interest earned on the account must be added to AGI on the California tax return; and,
- Any contribution to an HSA made by an employer on behalf of an employee is not excluded from income and must be added to the AGI of the employee on the employee's California return.

For more information about the health savings account please visit www.healthequity.com or call Health Equity customer service toll-free at 877-300-4987



Health Savings Account (HSA)

HealthEquity®

How do I use my HSA?

- Use your HSA funds to pay for **qualified expenses** incurred by you, your spouse, your dependent children, or your Federal Tax dependents.
- Present your member ID card to your in-network provider or when filling prescriptions so network discounts can be applied.
- Use your **HSA debit card** to pay for eligible expenses as they occur OR delay reimbursement.
- You can also make payments to service providers or distribute funds from your HSA to another account online.

You save by lowering your monthly gross income (taxable income) because your contributions are paid to your HSA pre-tax. **Remember: Any unused amounts in your HSA will roll over to the following plan year.**

What is a qualified expense?

Eligibility of expenses is dictated by the IRS Section 213 (d). Be sure to save all of your itemized receipts as you may be required to produce them in the event of an IRS audit. For a full list of allowed qualified expenses under the IRS Section 213 (d), visit <http://www.irs.gov/pub/irs-pdf/p502.pdf>.

Examples of qualified HSA expenses includes:

- Charges for covered expenses charged under ANY medical, dental or vision insurance policy (i.e. for deductibles, co-insurance & co-payments)
- Dental/orthodontic expenses not covered under an insurance plan
- Vision expenses not covered under an insurance plan
- Amounts paid for prescription drugs & medicines
- Amounts paid for alternative health providers (e.g. acupuncture, chiropractic, etc.)
- Amounts paid for thousands of medical supplies that can be purchased without a prescription OTC (Over-The-Counter)

CARES Act

As a reminder, the CARES Act of 2020 permits the use of HSA funds for over-the-counter medical supplies and medications without a prescription. **Examples of qualified expenses include:**

- Acid/Gas Relievers
- Allergy/Sinus Remedies Antibiotics
- Baby Rash Remedies
- Cold, Cough & Flu Remedies
- Contact Lens solution
- Digestive Aids
- First aid supplies (e.g. band-aids)
- Hemorrhoid Remedies
- Laxatives
- Motion Sickness Remedies (except wrist bands)
- Pain Relief Remedies
- Pre-natal vitamins
- Respiratory Treatments
- Sleep Aids & Sedatives
- Stomach/Intestinal Remedies
- Sunscreen (Broad Spectrum SPF 15+)

Not All Expenses Qualify

Reimbursement is not permitted for all expenses. **Examples of unqualified expenses are:**

- Domestic Partner expenses
- Cosmetic Surgery
- Funeral Services
- Health Club Dues
- Life Insurance Premiums
- Babysitting/Childcare
- Teeth Bleaching

Flexible Spending Account (FSA)



For those enrolling in a non-HSA compatible plan, the Flexible Spending Account (FSA) plan with Health Equity (TPA) allows you to set aside pre-tax dollars to cover qualified expenses you would normally pay out of your pocket with post-tax dollars. You pay no federal or state income taxes on the money you place in an FSA.

How an FSA works:

- Choose a specific amount of money to contribute each pay period, pre-tax, to one or both accounts during the year. There is a **minimum** election of \$500 per plan year to participate in the FSA.
- The per pay period amount is automatically deducted from your pay at the same level each pay period.
- As you incur eligible expenses, you may use your flexible spending debit card to pay at the point of service **OR** submit the appropriate paperwork to be reimbursed by the plan.

Important rules to keep in mind:

- The plan requires an annual election; no current election amounts will be automatically carried forward.
- The IRS has a “use it or lose it” rule. If you do not use the full amount in your FSA, you will lose any remaining funds above the allowed maximum rollover.
- Once you enroll in the FSA, you cannot change your contribution amount during the year unless you experience a qualifying life event.
- You cannot transfer funds from one FSA to another.

MAXIMUM ANNUAL ELECTION	
Health Care FSA	\$3,400

The plan year begins 11/1/2026 and runs through 10/31/2027. Your total annual election amount is available on day one of the plan year. *This program requires an annual re-enrollment each year, current elections will not carry-over.*

QUALIFIED EXPENSES LIST

Eligible expenses for Flexible Spending Accounts (FSAs) are governed by Section 213(d) of the Internal Revenue Code. A detailed list of eligible expenses can be found on the Benefit Resource website at www.healthequity.com

HEALTHCARE FSA DEBIT CARD:

As an option, we are pleased to offer employees the option to have a Healthcare FSA debit card that will allow you to pay for most qualified expenses without being out-of-pocket and waiting for reimbursement. Please remember you must still retain all receipts. If a card transaction cannot be automatically verified, you may be asked to substantiate any expenses purchased with your FSA debit card.

PRIOR PLAN YEAR RUN-OUT PERIOD:

After the plan year ends employees can submit claims for expenses incurred during the prior plan year for a period of up to 90 days. Reimbursements for claims incurred during the plan year and not submitted within the run-out period will be forfeited.

The prior year plan run-out period ends 1/31/2028.

ROLLOVER FEATURE:

Eligible participants are allowed to rollover up to \$700 of unused 2026-27 HealthCare FSA funds to the next plan year after the end of the 90-day run-out period is completed. Any funds remaining above the maximum rollover amount at the end of the plan year will be forfeited.

WHAT ARE THE RISKS OF FSAs?

FSAs should only be considered for anticipated expenses. You should be conservative when estimating the amount to contribute. If you overestimate your expenses and have money left in the account at the end of the year, it will be forfeited. Social Security retirement benefits may be affected by participating in FSAs. Participation in this plan reduces your W-2 income, on which retirement benefits are based.

Aflac Dental Benefits



Preventive care is essential when determining the value of an employee dental program. Without an effective preventive dental plan, costs and frequency of procedures are certain to rise. The Aflac dental plan provides 100% coverage for preventive care for your teeth. As with any PPO plan, you will realize greater benefits by using the in-network providers. PPO dentists charge as much as 30% less, per their contract, than non-participating providers.

Usual & Customary

As with all dental plans, Aflac will pay up to an amount that is usual & customary relative to other dental providers in your area. This is determined by using research data provided by third party resources.

Fees are based on negotiated rates with contracted Aflac providers. When you visit a non-contracted dentist, Aflac will reimburse expenses based on the usual, customary, and reasonable (UCR) amount. Any balance above the UCR amount may be billed to the member

To find a list of network providers, visit www.Aflac.com or call 877-864-0625.



	In Network	Out of Network
	Plan Pays	
Calendar Year Deductible		
Individual	\$50	\$50
Family	\$150	\$150
Calendar Year Benefit Maximum		
Per Person	\$2,000	\$2,000
Class I Preventive		
Oral Exams, Cleanings, X-rays	100%	100%
Class II Basic		
Fillings, Simple Extractions, Periodontics	80% after deductible	80% after deductible
Class III Major		
Crowns, Dentures, Bridges, Onlays	50% after deductible	50% after deductible
Orthodontic Services		
Child(ren) only up to age 19	50% to Lifetime Maximum of \$1,500	
* UC: Usual & Customary		

Mutual of Omaha Vision Care



One of the most precious gifts of life is our ability to see - and see well. Golden Valley Charter Schools offers a comprehensive vision plan through Mutual of Omaha for you and your family. Services include routine eye exams, lenses, frames and contacts. You may elect to use Mutual of Omaha's participating providers for your vision services or use a non-plan provider. The plan allows for both options.

Provider

When you want to obtain vision care services, call a Mutual of Omaha participating provider to make an appointment. To locate a participating provider, log on to their web site at www.mutualofomaha.com. Identify yourself as a Mutual of Omaha member and be prepared to provide the employee's Social Security number. Mutual of Omaha will pay the participating provider directly for covered services and materials.

Non-Participating Provider

Services and materials obtained from a non-participating provider will be reimbursed up to the allowances reflected. The allowances are listed on the table below. If you receive an examination and/or materials from a non-participating provider, you are responsible for paying the provider in full, then submitting itemized receipts to Mutual of Omaha for reimbursement.



To find a list of network providers, visit www.mutualofomaha.com or call 833-279-4358.

Base Plan		Buy-Up Plan	
In-Network	Out-of-Network	In-Network	Out-of-Network
Member Pays			
Frequencies			
Every 12 Months		Every 12 Months	
Every 12 Months		Every 12 Months	
Every 24 Months		Every 12 Months	
Copays			
\$10 Copay	Reimbursed up to \$37	\$0 Copay	Reimbursed up to \$45
\$10 Copay	Reimbursed up to \$32	Covered in Full	Reimbursed up to \$40
\$10 Copay	Reimbursed up to \$48	Covered in Full	Reimbursed up to \$56
\$10 Copay	Reimbursed up to \$76	Covered in Full	Reimbursed up to \$84
Allowances			
Allowed up to \$130	Reimbursed up to \$58	Allowed up to \$130	Reimbursed up to \$58
Allowed up to \$130	Reimbursed up to \$89	Allowed up to \$130	Reimbursed up to \$89
Covered in Full	Reimbursed up to \$210	Covered in Full	Reimbursed up to \$210

How to Find a Participating Provider

MEDICAL - CaliforniaChoice

Go to: www.calchoice.com (If you are already enrolled in a medical plan have registered online with that medical carrier you can log into your account and search for a provider. If you are not enrolled in a medical plan yet or have not registered your account online, please follow the instructions below.

Step 1: On the home screen click on “Provider Search” and select the CaliforniaChoice Provider Directory option located under ‘Medical Carriers.’

Step 2: Enter your Zip Code, Physician Gender preference if you have one and select the carrier network you wish to search under.

Step 3: Enter the parameters of your search to narrow down your list of contracted providers.

Please note: Instructions on how to find participating providers may change, as carriers can make changes to their websites.

DENTAL - Aflac

Go to: www.Aflac.com click on Resources, then click on “Find a Provider” for call a representative at **877-864-0625**

Step 1: Enter your demographic information and click “Search”

VISION - Mutual of Omaha

Go to: www.mutualofomaha.com/vision or call a representative at **833-279-4358**

Step 1: Scroll down and click on “Locate a Provider” under the retail provider logos

Step 2: Enter your demographic information and click “Search”



Should you need any additional assistance please contact:
USI Benefit Resource Center at (888) 336-7463
Monday through Friday 7:00 A.M. to 5:00 P.M. Pacific Time

Mutual of Omaha Basic Life and AD&D



This benefit is available to employees working 30 hours or more and is included, **free of cost**, whether you choose to participate in the company-sponsored Medical, Dental, and/or Vision programs.

Basic Life insurance protects employees and their designated beneficiaries from financial hardship in the event of death. It provides the peace of mind you get when you know your loved ones will be protected if anything happens to you. Accidental Death & Dismemberment (AD&D) insurance provides additional protection to your designated beneficiaries in the event of your death or provides a lump sum benefit to you in the event of loss of limb, eyesight, or hearing.

A complete list of benefits and exclusions is available in the certificate booklet, which you will receive after you are enrolled for coverage.

Benefits & Features	
Employee Benefit	Basic Life and AD&D is provided to you at a flat \$25,000.
Reduction of Benefits	50% reduction of coverage at age 75. Benefits end at retirement.
Additional Benefits	Conversion to individual policy, waiver of premium, accelerated death benefit

Additional Life Plan Benefits!

Document Preparation with LifeKeys

Support services for you and your family including:

- **Epoq, Inc. will preparation services** – create your will online with step-by-step guidelines.
- **Epoq provides the following FREE documents:**
 - Last Will and Testament
 - Power of Attorney
 - Healthcare Directive
 - Living Trust

Create your will at www.willprepservices.com and use the code MUTUALWILLS to register

Travel Assistance

Gives you immediate access to doctors, hospitals and other services when faced with a medical related emergency while traveling internationally or domestically more than 100 miles away from home.

To find out more, call 1-800-856-9947 (within the U.S.) or (312) 935-3658 (outside the U.S.).



Mutual of Omaha Employee Assistance Program

Comprehensive EAP Services

As the need for mental health & wellness resources increases, both part-time and full-time employees have access to a comprehensive Employee Assistance Program through Mutual of Omaha. They offer confidential guidance and resources for you or an immediate household family member.

Counseling Options

- Some matters are best resolved by meeting with a professional. With Mutual of Omaha Comprehensive EAP, you and your family get:
- 6 sessions per year (per issue) conducted by either face-to-face counseling or video telehealth via a secure, HIPAA compliant portal

Exclusive Provider Network

- National network of more than 10,000 licensed clinical providers
- Network continually expanding to meet customer needs
- Flexibility to meet individual client/member needs

Unlimited 24/7 Assistance

- You and your family can access the following services anytime — online or with a toll-free call
- Child and elder care
- Legal assistance - legal libraries, tools and forms
- Current events and resources
- Family and relationships
- Emotional well-being
- Financial wellness
- Physical well-being
- Work and career
- Substance abuse and addiction

Visit the Employee Assistance Program website to view timely articles and resources on a variety of financial, well-being, behavioral and mental health topics.

www.mutualofomaha.com/eap
or call us: **1-800-316-2796**



Voluntary Benefits



When an unexpected illness or injury happens to you or your family, Aflac pays cash benefits to you based on your diagnosis and treatment no matter what other insurance you may have. You use that cash however you see fit. Use it for medical bills, rent or mortgage payments, utility bills, groceries, whatever you need to keep you focused on your recovery.

Accident



When a covered accident happens to you, our accident insurance policy pays you cash benefits to help with the unexpected medical and everyday expenses that can begin to add up almost immediately.



Hospital Indemnity

Even a quick trip to the emergency room can result in costly medical bills that health insurance may not cover leaving you with out-of-pocket expenses. That's where Aflac can help.



Cancer

Aflac cancer insurance is here to help you and your family better cope financially—and emotionally—if a positive diagnosis of cancer ever occurs. Added comfort and protection means the freedom to focus on more important things.

Voluntary Life Insurance



Choosing the right life insurance policy is important. Understanding the difference between term and whole life insurance is a valuable part of the decision. At Aflac, we offer a variety of life insurance plans to help meet your specific needs.

Your Aflac Agent: Linda Newcomb

Phone: (650) 690-6573

Email: linda_newcomb@us.aflac.com

Please scan the QR Code for more information specifically for Golden Valley Charter Schools.



Preventive Care Services covered under the ACA

The below listing identifies all the Preventive Care services that are 100% covered by your offered medical plans under the Affordable Care Act. For more details about the covered services please visit

www.healthcare.gov/coverage/preventive-care-benefits.

Covered Preventive Services for Adults

1. **Abdominal aortic aneurysm one-time screening** for men of specified ages who have ever smoked
2. **Alcohol misuse screening and counseling**
3. **Aspirin use** to prevent cardiovascular disease and colorectal cancer for adults 50 to 59 years with a high cardiovascular risk
4. **Blood pressure screening**
5. **Cholesterol screening** for adults of certain ages or at higher risk
6. **Colorectal cancer screening** for adults 50 to 75
7. **Depression screening**
8. **Diabetes (Type 2) screening** for adults 40 to 70 years who are overweight or obese
9. **Diet counseling** for adults at higher risk for chronic disease
10. **Falls prevention** with exercise or physical therapy and vitamin D use) for adults 65 years and over, living in a community setting
11. **Hepatitis B screening** for people at high risk, including people from countries with 2% or more Hepatitis B prevalence, and U.S.-born people not vaccinated as infants and with at least one parent born in a region with 8% or more Hepatitis B prevalence.
12. **Hepatitis C screening** for adults at increased risk, and one time for everyone born 1945 – 1965
13. **HIV screening** for everyone ages 15 to 65, and other ages at increased risk
14. **Immunization vaccines** for adults — doses, recommended ages, and recommended populations vary: Diphtheria, Hepatitis A, Hepatitis B, Herpes Zoster, Human Papillomavirus (HPV), Influenza (flu shot), Measles, Meningococcal, Mumps, Pertussis, Pneumococcal, Rubella, Tetanus, Varicella (Chickenpox)
15. **Lung cancer screening** for adults 55 - 80 at high risk for lung cancer because they're heavy smokers or have quit in the past 15 years
16. **Obesity screening and counseling**
17. **Sexually transmitted infection (STI) prevention counseling** for adults at higher risk
18. **Statin preventive medication** for adults 40 to 75 at high risk
19. **Syphilis screening** for adults at higher risk

20. **Tobacco Use screening** for all adults and cessation interventions for tobacco users

21. **Tuberculosis screening** for certain adults without symptoms at high risk

Covered Preventive Services for pregnant women or women who may become pregnant

1. **Anemia screening** on a routine basis
2. **Breastfeeding comprehensive support and counseling** from trained providers, and access to breastfeeding supplies, for pregnant and nursing women
3. **Contraception:** Food and Drug Administration-approved contraceptive methods, sterilization procedures, and patient education and counseling, as prescribed by a health care provider for women with reproductive capacity (not including abortifacient drugs). This does not apply to health plans sponsored by certain exempt "religious employers." Learn more about contraceptive coverage.
4. **Folic acid supplements** for women who may become pregnant
5. **Gestational diabetes screening** for women 24 to 28 weeks pregnant and those at high risk of developing gestational diabetes
6. **Gonorrhea screening** for all women at higher risk
7. **Hepatitis B screening** for pregnant women at their first prenatal visit
8. **Preeclampsia prevention and screening** for pregnant women with high blood pressure
9. **Rh Incompatibility screening** for all pregnant women and follow-up testing for women at higher risk
10. **Syphilis screening**
11. **Expanded tobacco intervention and counseling** for pregnant tobacco users
12. **Urinary tract or other infection screening**

Other covered preventive services for women

1. **Breast cancer genetic test counseling (BRCA)** for women at higher risk
2. **Breast cancer mammography screenings** every 1 to 2 years for women over 40
3. **Breast cancer chemoprevention counseling** for women at higher risk
4. **Cervical cancer screening** for sexually active women
 - Pap test (also called a Pap smear) every 3 years for women 21 to 65
 - Human Papillomavirus (HPV) DNA test with the combination of a Pap smear every 5 years for women 30 to 65 who don't want a Pap smear every 3 years

Preventive Care Services covered under the ACA

5. **Chlamydia infection screening** for younger women and other women at higher risk
 6. **Diabetes screening** for women with a history of gestational diabetes who aren't currently pregnant and who haven't been diagnosed with type 2 diabetes before
 7. **Domestic and interpersonal violence screening and counseling** for all women
 8. **Gonorrhea screening for all women at higher risk**
 9. **HIV screening and counseling** for sexually active women
 10. **Osteoporosis screening** for women over age 60 depending on risk factors
 11. **Rh incompatibility screening** follow-up testing for women at higher risk
 12. **Sexually transmitted infections counseling** for sexually active women
 13. **Syphilis screening** for women at increased risk
 14. **Tobacco use screening and interventions**
 15. **Urinary incontinence screening** for women yearly
 16. **Well-woman visits** to get recommended services for women under 65
- Covered Preventive Services for Children**
1. **Alcohol and drug use assessments** for adolescents
 2. **Autism screening** for children at 18 and 24 months
 3. **Behavioral assessments** for children ages: 0 to 11 months, 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 4. **Bilirubin concentration screening** for newborns
 5. **Blood pressure screening** for children ages: 0 to 11 months, 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 6. **Blood screening** for newborns
 7. **Cervical dysplasia screening** for sexually active females
 8. **Depression screening** for adolescents beginning routinely at age 12
 9. **Developmental screening** for children under age 3
 10. **Dyslipidemia screening** for all children once between 9 and 11 years and once between 17 and 21 years, and for children at higher risk of lipid disorders ages: 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 11. **Fluoride chemoprevention supplements** for children without fluoride in their water source
 12. **Fluoride varnish** for all infants and children as soon as teeth are present
 13. **Gonorrhea preventive medication** for the eyes of all newborns
 14. **Hearing screening** for all newborns; and for children once between 11 and 14 years, once between ages 15 and 17 years, and once between 18 and 21 years
 15. **Height, weight and body mass index (BMI) measurements** for children ages: 0 to 11 months, 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 16. **Hematocrit or hemoglobin screening for all children**
 17. **Hemoglobinopathies or sickle cell screening** for newborns
 18. **Hepatitis B screening** for adolescents at high risk, including adolescents from countries with 2% or more Hepatitis B prevalence, and U.S.-born adolescents not vaccinated as infants and with at least one parent born in a region with 8% or more Hepatitis B prevalence: 11 – 17 years.
 19. **HIV screening** for adolescents at higher risk
 20. **Hypothyroidism screening** for newborns
 21. **Immunization vaccines** for children from birth to age 18 — doses, recommended ages, and recommended populations vary: Diphtheria, Tetanus, Pertussis (Whooping Cough), Haemophilus influenzae type b, Hepatitis A, Hepatitis B, Human Papillomavirus (PVU), Inactivated Poliovirus, Influenza (flu shot), Measles, Meningococcal, Pneumococcal, Rotavirus, Varicella (Chickenpox)
 22. **Iron supplements** for children ages 6 to 12 months at risk for anemia
 23. **Lead screening** for children at risk of exposure
 24. **Maternal depression screening** for mothers of infants at 1, 2, 4, and 6-month visits
 25. **Medical history for all children throughout development ages:** 0 to 11 months, 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 26. **Obesity screening and counseling**
 27. **Oral health risk assessment** for young children ages: 0 to 11 months, 1 to 4 years, 5 to 10 years
 28. **Phenylketonuria (PKU) screening** for newborns
 29. **Sexually transmitted infection (STI) prevention counseling and screening** for adolescents at higher risk
 30. **Tuberculin testing** for children at higher risk of tuberculosis ages: 0 to 11 months, 1 to 4 years, 5 to 10 years, 11 to 14 years, 15 to 17 years
 31. **Vision screening** for all children

Important Legal Notices Affecting Your Health Plan Coverage

THE WOMEN'S HEALTH CANCER RIGHTS ACT OF 1998 (WHCRA)

If you have had or are going to have a mastectomy, you may be entitled to certain benefits under the Women's Health and Cancer Rights Act of 1998 (WHCRA). For individuals receiving mastectomy-related benefits, coverage will be provided in a manner determined in consultation with the attending physician and the patient, for:

- All stages of reconstruction of the breast on which the mastectomy was performed;
- Surgery and reconstruction of the other breast to produce a symmetrical appearance;
- Prostheses; and
- Treatment of physical complications of the mastectomy, including lymphedema.

These benefits will be provided subject to the same deductibles and coinsurance applicable to other medical and surgical benefits provided under this plan.

NEWBORNS ACT DISCLOSURE – FEDERAL

Group health plans and health insurance issuers generally may not, under Federal law, restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child to less than 48 hours following a vaginal delivery, or less than 96 hours following a cesarean section. However, Federal law generally does not prohibit the mother's or newborn's attending provider, after consulting with the mother, from discharging the mother or her newborn earlier than 48 hours (or 96 hours as applicable). In any case, plans and issuers may not, under Federal law, require that a provider obtain authorization from the plan or the insurance issuer for prescribing a length of stay not in excess of 48 hours (or 96 hours).

NOTICE OF SPECIAL ENROLLMENT RIGHTS

If you are declining enrollment for yourself or your dependents (including your spouse) because of other health insurance or group health plan coverage, you may be able to enroll yourself and your dependents in this plan if you or your dependents lose eligibility for that other coverage (or if the employer stops contributing toward your or your dependents' other coverage). However, you must request enrollment within 30 days after your or your dependents' other coverage ends (or after the employer stops contributing toward the other coverage).

In addition, if you have a new dependent as a result of marriage, birth, adoption, or placement for adoption, you may be able to enroll yourself and your dependents. However, you must request enrollment within 30 days after the marriage, birth, adoption, or placement for adoption.

Further, if you decline enrollment for yourself or eligible dependents (including your spouse) while Medicaid coverage or coverage under a State CHIP program is in effect, you may be able to enroll yourself and your dependents in this plan if:

- coverage is lost under Medicaid or a State CHIP program; or
- you or your dependents become eligible for a premium assistance subsidy from the State.

In either case, you must request enrollment within 60 days from the loss of coverage or the date you become eligible for premium assistance.

To request special enrollment or obtain more information, contact the person listed at the end of this summary.

HIPAA WELLNESS PROGRAM DISCLOSURE

Your health plan is committed to helping you achieve your best health. Rewards for participating in a wellness program are available to all employees. If you think you might be unable to meet a standard for a reward under this wellness program, you might qualify for an opportunity to earn the same reward by different means. Contact us at [\(800\) 558-8003](tel:8005588003)

and we will work with you (and, if you wish, with your doctor) to find a wellness program with the same reward that is right for you in light of your health status.

PATIENT PROTECTION MODEL DISCLOSURE

CaliforniaChoice HMO plans generally require the designation of a primary care provider. You have the right to designate any primary care provider who participates in our network and who is available to accept you or your family members. Until you make this designation, your health plan designates one for you. For information on how to select a primary care provider, and for a list of the participating primary care providers, contact CaliforniaChoice at [\(800\) 558-8003](tel:8005588003).

For children, you may designate a pediatrician as the primary care provider.

You do not need prior authorization from your health plan or from any other person (including a primary care provider) in order to obtain access to obstetrical or gynecological care from a health care professional in our network who specializes in obstetrics or gynecology. The health care professional, however, may be required to comply with certain procedures, including obtaining prior authorization for certain services, following a pre-approved treatment plan, or procedures for making referrals. For a list of participating health care professionals who specialize in obstetrics or gynecology, contact CaliforniaChoice at [\(800\) 558-8003](tel:8005588003).

CONTACT INFORMATION

Questions regarding any of this information can be directed to:

Eileen Worthing
Human Resource Consultant
916-597-1035
eworthing@goldenvalleycharter.org

Your Information. Your Rights. Our Responsibilities.

*Recipients of the notice are encouraged to read the entire notice.
Contact information for questions or complaints is available at the end of the notice.*

Your Rights

You have the right to:

- Get a copy of your health and claims records
- Correct your health and claims records
- Request confidential communication
- Ask us to limit the information we share
- Get a list of those with whom we've shared your information
- Get a copy of this privacy notice
- Choose someone to act for you
- File a complaint if you believe your privacy rights have been violated

Your Choices

You have some choices in the way that we use and share information as we:

- Answer coverage questions from your family and friends
- Provide disaster relief
- Market our services and sell your information

Our Uses and Disclosures

We may use and share your information as we:

- Help manage the health care treatment you receive
- Run our organization
- Pay for your health services
- Administer your health plan
- Help with public health and safety issues
- Do research
- Comply with the law
- Respond to organ and tissue donation requests and work with a medical examiner or funeral director
- Address workers' compensation, law enforcement, and other government requests

- Respond to lawsuits and legal actions

To the extent that we have your substance use disorder patient records, subject to 42 CFR part 2, we will not share that information for investigations or legal proceedings against you without (1) your written consent or (2) a court order and a subpoena.

Your Rights

When it comes to your health information, you have certain rights.

This section explains your rights and some of our responsibilities to help you.

Get a copy of health and claims records

- You can ask to see or get a copy of your health and claims records and other health information we have about you. Ask us how to do this.
- We will provide a copy or a summary of your health and claims records, usually within 30 days of your request. We may charge a reasonable, cost-based fee.

Ask us to correct health and claims records

- You can ask us to correct your health and claims records if you think they are incorrect or incomplete. Ask us how to do this.
- We may say "no" to your request, but we'll tell you why in writing, usually within 60 days.

Request confidential communications

- You can ask us to contact you in a specific way (for example, home, office, or mobile phone) or to send mail to a different address.
- We will consider all reasonable requests, and must say "yes" if you tell us you would be in danger if we do not.

Ask us to limit what we use or share

- You can ask us not to use or share certain health information for treatment, payment, or our operations.
- We are not required to agree to your request, and we may say "no," for example, if it could affect your care. If we agree to your request, we

may still share this information in the event that you need emergency treatment.

Get a list of those with whom we've shared information

- You can ask for a list (accounting) of the times we've shared your health information for up to six years prior to the date you ask, who we shared it with, and why.
- We will include all the disclosures except for those about treatment, payment, and health care operations, and certain other disclosures (such as any you asked us to make). We'll provide one accounting a year for free but will charge a reasonable, cost-based fee if you ask for another one within 12 months.

Get a copy of this privacy notice

- You can ask for a paper copy of this notice at any time, even if you have agreed to receive the notice electronically. We will provide you with a paper copy promptly.

Choose someone to act for you

- If someone has authority to act as your personal representative, such as if someone has your medical power of attorney or if someone is your legal guardian, that person can exercise your rights and make choices about your health information.
- We will make sure the person has this authority and can act for you before we take any action.

File a complaint if you feel your rights are violated

- You can complain if you feel we have violated your rights by contacting us using the information at the end of this notice.
- You can file a complaint with the U.S. Department of Health and Human Services Office for Civil Rights by sending a letter to 200 Independence Avenue, S.W., Washington, D.C. 20201, calling 1-877-696-6775, or visiting www.hhs.gov/hipaa/filing-a-complaint/index.html.
- We will not retaliate against you for filing a complaint.

Your Choices

For certain health information, you can tell us your choices about what we share.

If you have a clear preference for how we share your information in the situations described below, talk to us.

Tell us what you want us to do, and we will follow your instructions.

In these cases, you have both the right and choice to tell us to:

- Share information with your family, close friends, or others involved in payment for your care
- Share information in a disaster relief situation

If you are not able to tell us your preference, for example if you are unconscious, we may go ahead and share your information if we believe it is in your best interest. We may also share your information when needed to lessen a serious and imminent threat to health or safety.

In these cases, we never share your information unless you give us written permission:

- Marketing purposes
- Sale of your information

Our Uses and Disclosures

How do we typically use or share your health information?

We typically use or share your health information in the following ways.

Help manage the health care treatment you receive

We can use your health information and share it with professionals who are treating you.

Example: A doctor sends us information about your diagnosis and treatment plan so we can arrange additional services.

Pay for your health services

We can use and disclose your health information as we pay for your health services.

Example: We share information about you with your dental plan to coordinate payment for your dental work.

Administer your plan

We may disclose your health information to your health plan sponsor for plan administration.

Example: Your company contracts with us to provide a health plan, and we provide your company with certain statistics to explain the premiums we charge.

Run our organization

- We can use and disclose your information to run our organization and contact you when necessary.
- We are not allowed to use genetic information to decide whether we will give you coverage and

the price of that coverage. This does not apply to long-term care plans.

Example: We use health information about you to develop better services for you.

How else can we use or share your health information?

We are allowed or required to share your information in other ways – usually in ways that contribute to the public good, such as public health and research. We have to meet many conditions in the law before we can share your information for these purposes. And in all cases, if we have substance use disorder patient records about you, subject to 42 CFR part 2, we cannot use or share information in those records in civil, criminal, administrative, or legislative investigations or proceedings against you without (1) your consent or (2) a court order and a subpoena. For more information see: www.hhs.gov/hipaa/for-individuals/guidance-materials-for-consumers/index.html.

Help with public health and safety issues

We can share health information about you for certain situations such as:

- Preventing disease
- Helping with product recalls
- Reporting adverse reactions to medications
- Reporting suspected abuse, neglect, or domestic violence
- Preventing or reducing a serious threat to anyone's health or safety

Do research

We can use or share your information for health research.

Comply with the law

We will share information about you if state or federal laws require it, including with the Department of Health and Human Services if it wants to see that we're complying with federal privacy law.

Respond to organ and tissue donation requests and work with a medical examiner or funeral director

- We can share health information about you with organ procurement organizations.

Other Instructions for Notice

- November 1, 2026
- Eileen Worthing, Human Resource Consultant, eworthing@goldenvalleycharter.org , 916-597-1035

- We can share health information with a coroner, medical examiner, or funeral director when an individual dies.

Address workers' compensation, law enforcement, and other government requests

We can use or share health information about you:

- For workers' compensation claims
- For law enforcement purposes or with a law enforcement official
- With health oversight agencies for activities authorized by law
- For special government functions such as military, national security, and presidential protective services

Respond to lawsuits and legal actions

We can share health information about you in response to a court or administrative order, or in response to a subpoena.

Our Responsibilities

- We are required by law to maintain the privacy and security of your protected health information.
- We will let you know promptly if a breach occurs that may have compromised the privacy or security of your information.
- We must follow the duties and privacy practices described in this notice and give you a copy of it.
- We will not use or share your information other than as described here unless you tell us we can in writing. If you tell us we can, you may change your mind at any time. Let us know in writing if you change your mind.

For more information see:

www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/noticepp.html.

Changes to the Terms of this Notice

We can change the terms of this notice, and the changes will apply to all information we have about you. The new notice will be available upon request, on our web site (if applicable), and we will mail a copy to you.

Important Notice from Golden Valley Charter School About Your Prescription Drug Coverage and Medicare

Please read this notice carefully and keep it where you can find it. This notice has information about your current prescription drug coverage with Golden Valley Charter School and about your options under Medicare's prescription drug coverage. This information can help you decide whether or not you want to join a Medicare drug plan. If you are considering joining, you should compare your current coverage, including which drugs are covered at what cost, with the coverage and costs of the plans offering Medicare prescription drug coverage in your area. Information about where you can get help to make decisions about your prescription drug coverage is at the end of this notice.

There are two important things you need to know about your current coverage and Medicare's prescription drug coverage:

1. Medicare prescription drug coverage became available in 2006 to everyone with Medicare. You can get this coverage if you join a Medicare Prescription Drug Plan or join a Medicare Advantage Plan (like an HMO or PPO) that offers prescription drug coverage. All Medicare drug plans provide at least a standard level of coverage set by Medicare. Some plans may also offer more coverage for a higher monthly premium.
2. Golden Valley Charter School has determined that the prescription drug coverage offered by the CaliforniaChoice HMO plans for the plan year 2026-2027 is, on average for all plan participants, expected to pay out as much as standard Medicare prescription drug coverage pays and is therefore considered **Creditable Coverage**. Because your existing coverage is Creditable Coverage, you can keep this coverage and not pay a higher premium (a penalty) if you later decide to join a Medicare drug plan.

When Can You Join a Medicare Drug Plan?

You can join a Medicare drug plan when you first become eligible for Medicare and each year from October 15th to December 7th. However, if you lose your current creditable prescription drug coverage, through no fault of your own, you will also be eligible for a two (2) month Special Enrollment Period (SEP) to join a Medicare drug plan.

What Happens to Your Current Coverage If You Decide to Join a Medicare Drug Plan?

If you decide to join a Medicare drug plan, the following options may apply:

- You may stay in the CaliforniaChoice HMO plans and not enroll in the Medicare prescription drug coverage at this time. You may be able to enroll in the Medicare prescription drug program at a later date without penalty either:
 - During the Medicare prescription drug annual enrollment period, or
 - If you lose CaliforniaChoice HMO plans creditable coverage.
- You may stay in the CaliforniaChoice HMO plans and also enroll in a Medicare prescription drug plan. The CaliforniaChoice HMO plans will be the primary payer for prescription drugs and Medicare Part D will become the secondary payer.
- You may decline coverage in the CaliforniaChoice HMO plans and enroll in Medicare as your only payer for all medical and prescription drug expenses. If you do not enroll in the CaliforniaChoice HMO plans, you are not able to receive coverage through the plan unless and until you are eligible to reenroll in the plan at the next open enrollment period or due to a status change under the cafeteria plan or special enrollment event.

When Will You Pay a Higher Premium (Penalty) to Join a Medicare Drug Plan?

You should also know that if you drop or lose your current coverage with Golden Valley Charter School and don't join a Medicare drug plan within 63 continuous days after your current coverage ends, you may pay a higher premium (a penalty) to join a Medicare drug plan later. If you go 63 continuous days or longer without creditable prescription drug coverage, your monthly premium may go up by at least 1% of the Medicare base beneficiary premium per month for every month that you did not have that coverage. For example, if you go nineteen months without creditable coverage, your premium may consistently be at least 19% higher than the Medicare base beneficiary premium. You may have to pay this higher premium (a penalty) as long as you have Medicare prescription drug coverage. In addition, you may have to wait until the following October to join.

For More Information About This Notice or Your Current Prescription Drug Coverage...

Contact the person listed below for further information.

NOTE: You'll get this notice each year. You will also get it before the next period you can join a Medicare drug plan, and if this coverage through Golden Valley Charter School changes. You also may request a copy of this notice at any time.

For More Information About Your Options Under Medicare Prescription Drug Coverage...

More detailed information about Medicare plans that offer prescription drug coverage is in the "Medicare & You" handbook. You'll get a copy of the handbook in the mail every year from Medicare. You may also be contacted directly by Medicare drug plans.

For more information about Medicare prescription drug coverage:

- Visit www.medicare.gov
- Call your State Health Insurance Assistance Program (see the inside back cover of your copy of the "Medicare & You" handbook for their telephone number) for personalized help
- Call 1-800-MEDICARE (1-800-633-4227). TTY users should call 1-877-486-2048.

If you have limited income and resources, extra help paying for Medicare prescription drug coverage is available. For information about this extra help, visit Social Security on the web at www.socialsecurity.gov, or call them at 1-800-772-1213 (TTY 1-800-325-0778).

Remember: Keep this Creditable Coverage notice. If you decide to join one of the Medicare drug plans, you may be required to provide a copy of this notice when you join to show whether or not you have maintained creditable coverage and, therefore, whether or not you are required to pay a higher premium (a penalty).

Date:	11/01/2026
Name/Entity of Sender:	Golden Valley Charter Schools
Contact Position/Office:	Human Resources Manager
Address:	1000 River Rock Drive Suite 220 Folsom, CA 95630
Phone Number:	916-597-1035

Premium Assistance Under Medicaid and the Children's Health Insurance Program (CHIP)

If you or your children are eligible for Medicaid or CHIP and you're eligible for health coverage from your employer, your state may have a premium assistance program that can help pay for coverage, using funds from their Medicaid or CHIP programs. If you or your children aren't eligible for Medicaid or CHIP, you won't be eligible for these premium assistance programs but you may be able to buy individual insurance coverage through the Health Insurance Marketplace. For more information, visit www.healthcare.gov.

If you or your dependents are already enrolled in Medicaid or CHIP and you live in a State listed below, contact your State Medicaid or CHIP office to find out if premium assistance is available.

If you or your dependents are NOT currently enrolled in Medicaid or CHIP, and you think you or any of your dependents might be eligible for either of these programs, contact your State Medicaid or CHIP office or dial **1-877-KIDS NOW** or www.insurekidsnow.gov to find out how to apply. If you qualify, ask your state if it has a program that might help you pay the premiums for an employer-sponsored plan.

If you or your dependents are eligible for premium assistance under Medicaid or CHIP, as well as eligible under your employer plan, your employer must allow you to enroll in your employer plan if you aren't already enrolled. This is called a "special enrollment" opportunity, and **you must request coverage within 60 days of being determined eligible for premium assistance**. If you have questions about enrolling in your employer plan, contact the Department of Labor at www.askebsa.dol.gov or call **1-866-444-EBSA (3272)**.

If you live in one of the following states, you may be eligible for assistance paying your employer health plan premiums. The following list of states is current as of July 31, 2026. Contact your State for more information on eligibility –

ALABAMA – Medicaid	ALASKA – Medicaid
Website: http://myalhipp.com/ Phone: 1-855-692-5447	The AK Health Insurance Premium Payment Program Website: http://myakhipp.com/ Phone: 1-866-251-4861 Email: CustomerService@MyAKHIPP.com Medicaid Eligibility: https://health.alaska.gov/dpa/Pages/default.aspx
ARKANSAS – Medicaid	CALIFORNIA – Medicaid
Website: http://myarhipp.com/ Phone: 1-855-MyARHIPP (855-692-7447)	Health Insurance Premium Payment (HIPP) Program Website: https://www.dhcs.ca.gov/services/health-insurance-premium-payment-program-cost-avoidance/ Phone: 916-445-8322 Fax: 916-440-5676 Email: hipp@dhcs.ca.gov
COLORADO – Health First Colorado (Colorado's Medicaid Program) & Child Health Plan Plus (CHP+)	FLORIDA – Medicaid
Health First Colorado Website: https://www.healthfirstcolorado.com/ Health First Colorado Member Contact Center: 1-800-221-3943/State Relay 711 CHP+: https://hcpf.colorado.gov/child-health-plan-plus CHP+ Customer Service: 1-800-359-1991/State Relay 711 Health Insurance Buy-In Program (HIBI): https://www.mycohibi.com/ HIBI Customer Service: 1-855-692-6442	Website: https://www.flmedicaidprecovery.com/flmedicaidprecovery.com/hipp/index.html Phone: 1-877-357-3268

GEORGIA – Medicaid	ILLINOIS - Medicaid
<p>GA HIPP Website: https://medicaid.georgia.gov/health-insurance-premium-payment-program-hipp Phone: 678-564-1162, Press 1 GA CHIPRA Website: https://medicaid.georgia.gov/programs/third-party-liability/childrens-health-insurance-program-reauthorization-act-2009-chipra Phone: 678-564-1162, Press 2</p>	<p>Illinois Medicaid Premium Assistance Information Medicaid application website: https://abe.illinois.gov HIPP Hotline Number: 217-524-8268 HIPP Email: hfs.boc.hipp@illinois.gov</p>
INDIANA – Medicaid	IOWA – Medicaid and CHIP (Hawki)
<p>Health Insurance Premium Payment Program All other Medicaid Website: https://www.in.gov/medicaid/ http://www.in.gov/fssa/dfr/ Family and Social Services Administration Phone: 1-800-403-0864 Member Services Phone: 1-800-457-4584</p>	<p>Medicaid Website: Iowa Medicaid Health & Human Services Medicaid Phone: 1-800-338-8366 Hawki Website: Hawki-Healthy and Well Kids in Iowa Health & Human Services Hawki Phone: 1-800-257-8563 HIPP Website: Health Insurance Premium Payment (HIPP) Health & Human Services (iowa.gov) HIPP Phone: 1-888-346-9562</p>
KANSAS – Medicaid	KENTUCKY – Medicaid
<p>Website: https://www.kancare.ks.gov/ Phone: 1-800-792-4884 HIPP Phone: 1-800-967-4660</p>	<p>Kentucky Integrated Health Insurance Premium Payment Program (KI-HIPP) Website: https://chfs.ky.gov/agencies/dms/member/Pages/kihipp.aspx Phone: 1-855-459-6328 Email: KIHIPPPROGRAM@ky.gov KCHIP Website: https://kynect.ky.gov Phone: 1-877-524-4718 Kentucky Medicaid Website: https://chfs.ky.gov/agencies/dms</p>
LOUISIANA – Medicaid	MAINE – Medicaid
<p>Louisiana Medicaid Website: https://www.ldh.la.gov/healthy-louisiana Medicaid Customer Service Line: 1-888-342-6207 Louisiana Medicaid email: healthy@la.gov Louisiana Health Insurance Premium Program (LaHIPP) Website: https://www.ldh.la.gov/lahipp LaHIPP phone: 1-877-697-6703 LaHIPP email: La.HIPP@la.gov LaHIPP fax: 1-888-716-9787 LaHIPP mailing address: 100 Crescent Centre Parkway, Suite 1000 Tucker, GA 30084</p>	<p>Enrollment Website: https://www.mymaineconnection.gov/benefits/s/?language=en_US Phone: 1-800-442-6003 TTY: Maine relay 711 Private Health Insurance Premium Webpage: https://www.maine.gov/dhhs/ofi/applications-forms Phone: 1-800-977-6740 TTY: Maine relay 711</p>
MASSACHUSETTS – Medicaid and CHIP	MINNESOTA – Medicaid
<p>Website: https://www.mass.gov/masshealth/pa Phone: 1-800-862-4840 TTY: 711 Email: masspreassistance@accenture.com</p>	<p>Website: https://mn.gov/dhs/health-care-coverage/ Phone: 1-800-657-3672</p>

MISSOURI – Medicaid	MONTANA – Medicaid
Website: http://www.dss.mo.gov/mhd/participants/pages/hipp.htm Phone: 573-751-2005	Website: http://dphhs.mt.gov/MontanaHealthcarePrograms/HIPP Phone: 1-800-694-3084 Email: HSHIPPProgram@mt.gov
NEBRASKA – Medicaid	NEVADA – Medicaid
Website: http://accessnebraska.ne.gov Phone: 1-855-632-7633 Lincoln: 402-473-7000 Omaha: 402-595-1178	Medicaid Website: http://dhcfp.nv.gov Medicaid Phone: 1-800-992-0900
NEW HAMPSHIRE – Medicaid	NEW JERSEY – Medicaid and CHIP
Website: https://www.dhhs.nh.gov/programs-services/medicaid/health-insurance-premium-program Phone: 603-271-5218 Toll free number for the HIPP program: 1-800-852-3345, ext. 15218 Email: DHHS.ThirdPartyLiabi@dhhs.nh.gov	Medicaid Website: https://www.nj.gov/humanservices/dmahs/clients/medicaid/ Phone: 1-800-356-1561 CHIP Premium Assistance Phone: 609-631-2392 CHIP Website: http://www.njfamilycare.org/index.html CHIP Phone: 1-800-701-0710 (TTY: 711)
NEW YORK – Medicaid	NORTH CAROLINA – Medicaid
Website: https://www.health.ny.gov/health_care/medicaid/ Phone: 1-800-541-2831	Website: https://medicaid.ncdhhs.gov/ Phone: 919-855-4100
NORTH DAKOTA – Medicaid	OKLAHOMA – Medicaid and CHIP
Website: https://www.hhs.nd.gov/healthcare Phone: 1-844-854-4825	Website: http://www.insureoklahoma.org Phone: 1-888-365-3742
OREGON – Medicaid	PENNSYLVANIA – Medicaid and CHIP
Website: http://healthcare.oregon.gov/Pages/index.aspx Phone: 1-800-699-9075	Website: https://www.pa.gov/en/services/dhs/apply-for-medicaid-health-insurance-premium-payment-program-hipp.html Phone: 1-800-692-7462 CHIP Website: Children's Health Insurance Program (CHIP) (pa.gov) CHIP Phone: 1-800-986-KIDS (5437)
RHODE ISLAND – Medicaid and CHIP	SOUTH CAROLINA – Medicaid
Website: http://www.eohhs.ri.gov/ Phone: 1-855-697-4347, or 401-462-0311 (Direct RIte Share Line)	Website: https://www.scdhhs.gov Phone: 1-888-549-0820
SOUTH DAKOTA - Medicaid	TEXAS – Medicaid
Website: http://dss.sd.gov Phone: 1-888-828-0059	Website: Health Insurance Premium Payment (HIPP) Program Texas Health and Human Services Phone: 1-800-440-0493
UTAH – Medicaid and CHIP	VERMONT– Medicaid

Utah's Premium Partnership for Health Insurance (UPP) Website: https://medicaid.utah.gov/upp/ Email: upp@utah.gov Phone: 1-888-222-2542 Adult Expansion Website: https://medicaid.utah.gov/expansion/ Utah Medicaid Buyout Program Website: https://medicaid.utah.gov/buyout-program/ CHIP Website: https://chip.utah.gov/	Website: Health Insurance Premium Payment (HIPP) Program Department of Vermont Health Access Phone: 1-800-250-8427
VIRGINIA – Medicaid and CHIP	WASHINGTON – Medicaid
Website: https://coverva.dmas.virginia.gov/learn/premium-assistance/famis-select https://coverva.dmas.virginia.gov/learn/premium-assistance/health-insurance-premium-payment-hipp-programs Medicaid/CHIP Phone: 1-800-432-5924	Website: https://www.hca.wa.gov/ Phone: 1-800-562-3022
WEST VIRGINIA – Medicaid and CHIP	WISCONSIN – Medicaid and CHIP
Website: https://dhhr.wv.gov/bms/ http://mywvhpp.com/ Medicaid Phone: 304-558-1700 CHIP Toll-free phone: 1-855-MyWVHIPP (1-855-699-8447)	Website: https://www.dhs.wisconsin.gov/badgercareplus/p-10095.htm Phone: 1-800-362-3002
WYOMING – Medicaid	
Website: https://health.wyo.gov/healthcarefin/medicaid/programs-and-eligibility/ Phone: 1-800-251-1269	

To see if any other states have added a premium assistance program since July 31, 2026, or for more information on special enrollment rights, contact either:

U.S. Department of Labor
 Employee Benefits Security Administration
www.dol.gov/agencies/ebsa
 1-866-444-EBSA (3272)

U.S. Department of Health and Human Services
 Centers for Medicare & Medicaid Services
www.cms.hhs.gov
 1-877-267-2323, Menu Option 4, Ext. 61565

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995 (Pub. L. 104-13) (PRA), no persons are required to respond to a collection of information unless such collection displays a valid Office of Management and Budget (OMB) control number. The Department notes that a Federal agency cannot conduct or sponsor a collection of information unless it is approved by OMB under the PRA, and displays a currently valid OMB control number, and the public is not required to respond to a collection of information unless it displays a currently valid OMB control number. See 44 U.S.C. 3507. Also, notwithstanding any other provisions of law, no person shall be subject to penalty for failing to comply with a collection of information if the collection of information does not display a currently valid OMB control number. See 44 U.S.C. 3512.

The public reporting burden for this collection of information is estimated to average approximately seven minutes per respondent. Interested parties are encouraged to send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Employee Benefits Security Administration, Office of Policy and Research, Attention: PRA Clearance Officer, 200 Constitution Avenue, N.W., Room N-5718, Washington, DC 20210 or email ebsa.opr@dol.gov and reference the OMB Control Number 1210-0137.

OMB Control Number 1210-0137 (expires 5/31/2029)



Health Insurance Marketplace Coverage Options and Your Health Coverage

Form Approved
OMB No. 1210-0149
(expires 12-31-2026)

PART A: General Information

Even if you are offered health coverage through your employment, you may have other coverage options through the Health Insurance Marketplace ("Marketplace"). To assist you as you evaluate options for you and your family, this notice provides some basic information about the Health Insurance Marketplace and health coverage offered through your employment.

What is the Health Insurance Marketplace?

The Marketplace is designed to help you find health insurance that meets your needs and fits your budget. The Marketplace offers "one-stop shopping" to find and compare private health insurance options in your geographic area.

Can I Save Money on my Health Insurance Premiums in the Marketplace?

You may qualify to save money and lower your monthly premium and other out-of-pocket costs, but only if your employer does not offer coverage, or offers coverage that is not considered affordable for you and doesn't meet certain minimum value standards (discussed below). The savings that you're eligible for depends on your household income. You may also be eligible for a tax credit that lowers your costs.

Does Employment-Based Health Coverage Affect Eligibility for Premium Savings through the Marketplace?

Yes. If you have an offer of health coverage from your employer that is considered affordable for you and meets certain minimum value standards, you will not be eligible for a tax credit, or advance payment of the tax credit, for your Marketplace coverage and may wish to enroll in your employment-based health plan. However, you may be eligible for a tax credit, and advance payments of the credit that lowers your monthly premium, or a reduction in certain cost-sharing, if your employer does not offer coverage to you at all or does not offer coverage that is considered affordable for you or meet minimum value standards. If your share of the premium cost of all plans offered to you through your employment is more than 9.12%¹ of your annual household income, or if the coverage through your employment does not meet the "minimum value" standard set by the Affordable Care Act, you may be eligible for a tax credit, and advance payment of the credit, if you do not enroll in the employment-based health coverage. For family members of the employee, coverage is considered affordable if the employee's cost of premiums for the lowest-cost plan that would cover all family members does not exceed 9.12% of the employee's household income.²

Note: If you purchase a health plan through the Marketplace instead of accepting health coverage offered through your employment, then you may lose access to whatever the employer contributes to the employment-based coverage. Also, this employer contribution – as well as your employee contribution to employment-based coverage – is generally excluded from income for federal and state income tax purposes. Your payments for coverage through the Marketplace are made on an after-tax basis. In addition, note that if the health coverage offered through your employment does not meet the affordability or minimum value standards, but you accept that coverage anyway, you will not be eligible for a tax credit. You should consider all these factors in determining whether to purchase a health plan through the Marketplace.

When Can I Enroll in Health Insurance Coverage through the Marketplace?

You can enroll in a Marketplace health insurance plan during the annual Marketplace Open Enrollment Period. Open Enrollment varies by state but generally starts November 1 and continues through at least December 15.

Outside the annual Open Enrollment Period, you can sign up for health insurance if you qualify for a Special Enrollment Period. In general, you qualify for a Special Enrollment Period if you've had certain qualifying life events, such as getting married, having a baby, adopting a child, or losing eligibility for other health coverage. Depending on your Special Enrollment Period type, you may have 60 days before or 60 days following the qualifying life event to enroll in a Marketplace plan.

There is also a Marketplace Special Enrollment Period for individuals and their families who lose eligibility for Medicaid or Children's Health Insurance Program (CHIP) coverage on or after March 31, 2023, through July 31, 2024. Since the onset

¹ Indexed annually; see <https://www.irs.gov/pub/irs-drop/rp-22-34.pdf> for 2023.

² An employer-sponsored or other employment-based health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is no less than 60 percent of such costs. For purposes of eligibility for the premium tax credit, to meet the "minimum value standard," the health plan must also provide substantial coverage of both inpatient hospital services and physician services.

of the nationwide COVID-19 public health emergency, state Medicaid and CHIP agencies generally have not terminated the enrollment of any Medicaid or CHIP beneficiary who was enrolled on or after March 18, 2020, through March 31, 2023. As state Medicaid and CHIP agencies resume regular eligibility and enrollment practices, many individuals may no longer be eligible for Medicaid or CHIP coverage starting as early as March 31, 2023. The U.S. Department of Health and Human Services is offering a temporary Marketplace Special Enrollment period to allow these individuals to enroll in Marketplace coverage.

Marketplace-eligible individuals who live in states served by HealthCare.gov and either- submit a new application or update an existing application on HealthCare.gov between March 31, 2023, and July 31, 2024, and attest to a termination date of Medicaid or CHIP coverage within the same time period, are eligible for a 60-day Special Enrollment Period. That means that if you lose Medicaid or CHIP coverage between March 31, 2023, and July 31, 2024, you may be able to enroll in Marketplace coverage within 60 days of when you lost Medicaid or CHIP coverage. In addition, if you or your family members are enrolled in Medicaid or CHIP coverage, it is important to make sure that your contact information is up to date to make sure you get any information about changes to your eligibility. To learn more, visit HealthCare.gov or call the Marketplace Call Center at 1-800-318-2596. TTY users can call 1-855-889-4325.

What about Alternatives to Marketplace Health Insurance Coverage?

If you or your family are eligible for coverage in an employment-based health plan (such as an employer-sponsored health plan), you or your family may also be eligible for a Special Enrollment Period to enroll in that health plan in certain circumstances, including if you or your dependents were enrolled in Medicaid or CHIP coverage and lost that coverage. Generally, you have 60 days after the loss of Medicaid or CHIP coverage to enroll in an employment-based health plan, but if you and your family lost eligibility for Medicaid or CHIP coverage between March 31, 2023, and July 10, 2023, you can request this special enrollment in the employment-based health plan through September 8, 2023. Confirm the deadline with your employer or your employment-based health plan.

Alternatively, you can enroll in Medicaid or CHIP coverage at any time by filling out an application through the Marketplace or applying directly through your state Medicaid agency. Visit <https://www.healthcare.gov/medicaid-chip/getting-medicaid-chip/> for more details.

How Can I Get More Information?

For more information about your coverage offered through your employment, please check your health plan's summary plan description or contact:

Name of Entity/Sender:	Golden Valley Charter Schools
Contact--Position/Office:	Human Resources Manager
Address:	1000 River Rock Drive Suite 220 Folsom, CA 95630
Phone Number:	916-597-1035

The Marketplace can help you evaluate your coverage options, including your eligibility for coverage through the Marketplace and its cost. Please visit HealthCare.gov for more information, including an online application for health insurance coverage and contact information for a Health Insurance Marketplace in your area.

PART B: Information About Health Coverage Offered by Your Employer

This section contains information about any health coverage offered by your employer. If you decide to complete an application for coverage in the Marketplace, you will be asked to provide this information. This information is numbered to correspond to the Marketplace application.

3. Employer Name Golden Valley Charter Schools		4. Employer Identification Number (EIN) 26-0209835	
5. Employer address 1000 River Rock Drive Suite 220		6. Employer phone number 916-597-1035	
7. City Folsom		8. State CA	9. ZIP code 95630
10. Who can we contact about employee health coverage at this job? Human Resources			
11. Phone number (if different from above)		12. Email address eworthing@goldenvalleycharter.org	

Here is some basic information about health coverage offered by this employer:

- As your employer, we offer a health plan to:

☒ All employees. Eligible employees are:

Eligible employees are: All full-time employees who regularly work at least 30 hours per week, are eligible for benefits the first of the month following your full-time date of hire with Golden Valley Charter Schools

- With respect to dependents:

☒ We do offer coverage. Eligible dependents are:

Eligible dependents are: Your legal spouse or registered domestic partner and your dependent children up to age 26 regardless of marital or full-time student status.

☐ We do not offer coverage.

☒ If checked, this coverage meets the minimum value standard, and the cost of this coverage to you is intended to be affordable, based on employee wages.

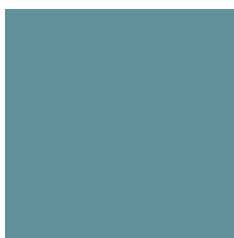
** Even if your employer intends your coverage to be affordable, you may still be eligible for a premium discount through the Marketplace. The Marketplace will use your household income, along with other factors, to determine whether you may be eligible for a premium discount. If, for example, your wages vary from week to week (perhaps you are an hourly employee or you work on a commission basis), if you are newly employed mid-year, or if you have other income losses, you may still qualify for a premium discount.

If you decide to shop for coverage in the Marketplace, [HealthCare.gov](https://www.healthcare.gov) will guide you through the process. Here's the employer information you'll enter when you visit [HealthCare.gov](https://www.healthcare.gov) to find out if you can get a tax credit to lower your monthly premiums.



GOLDEN VALLEY
CHARTER SCHOOLS

We've Got You Covered!



Golden Valley Charter Schools
1000 River Rock Drive, Suite 220
Folsom, CA 95630
916-597-1478



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 schoolday-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 or absent for more than any 30-minute period during the school day without a valid excuse on five 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.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the School.
2. Students who are not in attendance by the third (3rd) day of the school year and the School has not received communication from the parent or guardian indicating their intent to enroll, the School will assume that the student is voluntarily disenrolling and will send a letter of disenrollment of the student.

Involuntary Removal Process

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of the School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to

the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The factual and policy basis for the proposed involuntary removal.
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action.

The hearing shall be consistent with GVCS expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the GVCS expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian timely requests a hearing but does not appear at the scheduled hearing after receiving proper notice, the School may proceed with the hearing in the parent/guardian's absence and issue a final written decision based upon the evidence presented.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the School from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to the District Attorney

It is the School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the

Charter School may notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Vacation, Travel, and Extended Absences

Families are strongly encouraged to schedule vacations, recreational travel, and other discretionary travel during school breaks and non-instructional days. Vacation or discretionary travel, including domestic or international travel, is not considered an excused absence unless the absence independently qualifies as an excused absence under applicable law or is otherwise authorized by a school administrator.

A family anticipating an absence due to travel may request Short-Term Independent Study in advance in accordance with the Golden Valley Charter Schools Independent Study Policy and procedures. A request for Short-Term Independent Study does not guarantee approval. Approval shall be based on applicable law, the School's Independent Study Policy, the student's circumstances, and the School's ability to provide an appropriate independent study program.

Travel outside California or outside the United States does not, by itself, prevent a student from participating in an otherwise approved independent study program. Students participating in Short-Term Independent Study while traveling remain subject to all applicable independent study requirements, including completion and submission of assigned work and return to classroom-based instruction on the date specified in the independent study agreement.

A student will not be automatically disenrolled solely because the student is traveling outside California or the United States or because the student has reached the maximum duration permitted for Short-Term Independent Study. If a student remains absent after an approved Short-Term Independent Study period has ended, fails to return to classroom-based instruction as scheduled, or accumulates extended unexcused absences without an approved educational arrangement, the School shall implement appropriate attendance interventions consistent with this policy.

Continued nonattendance following such interventions may constitute grounds for involuntary removal when authorized by the School's charter, Board-approved policies, and applicable law. Any involuntary removal shall be conducted pursuant to the Involuntary Removal Process set forth in this policy.

Independent Study

All attendance for independent study programs shall be in accordance with current law, regulations, and the School's Board-approved Independent Study Policy.

Short-Term Independent Study is an educational arrangement and is not an excused-absence designation. Requests must be made and approved in accordance with the School's established procedures before the absence begins, except where otherwise permitted by law.

The School may establish reasonable eligibility requirements, procedural requirements, and maximum durations for Short-Term Independent Study consistent with applicable law. Approval of one period of Short-Term Independent Study does not obligate the School to approve additional or extended periods.

A student participating in Short-Term Independent Study is expected to return to classroom-based instruction on the date established in the independent study agreement. Failure to complete the requirements of the independent study agreement or failure to return following the approved period may result in attendance interventions and other action consistent with applicable law and School policy.

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

Multiple School Enrollments (Concurrent Enrollments)

California does not permit a student to maintain concurrent primary enrollment in more than one public school or educational program where such enrollment would result in duplicative enrollment or attendance reporting. Parents/guardians are responsible for promptly notifying the Charter School if a student enrolls in another school.

If the School determines that an enrolled student is concurrently enrolled in another public school in a manner inconsistent with applicable law or the School's admissions and attendance requirements, the School shall contact the parent/guardian to clarify the student's enrollment status. Any school-initiated disenrollment shall be processed in accordance with the Involuntary Removal Process in this policy, unless the parent/guardian affirmatively withdraws the student.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (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 Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

PUPIL SUSPENSION AND EXPULSION POLICY

I. 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.

II. Suspension

A. Definition

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

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

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

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

B. Authority

The Principal or his/her designee may suspend a student from class, classes or the school for a period not to exceed five days. The Principal or his/her designee may extend a student’s suspension pending the final decision by the Board of Trustees of GVCS on a recommendation for expulsion. Such

extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.

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

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

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

C. Grounds

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

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)

- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- 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—[originated on or off the schoolsite](#), 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, [video](#), 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.

D. Procedures Required to Suspend

Step One

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

Searches: In order to investigate an incident, a student's attire,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

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

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

Step Three

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

Step Four

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

Step Five

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

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

Step Six

The Principal may require the student and his/her parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, to sign a contract that states the

conditions that the student is expected to meet while at GVCS. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

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

Special Education and Section 504 Student Suspensions

~~When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). When disciplinary removals of a student eligible under the IDEA constitute a change of placement under applicable federal or state law, GVCS shall conduct a manifestation determination review within the legally required timeline. In determining whether a series of removals constitutes a change of placement, GVCS shall consider the length of each removal, the total amount of time the student has been removed, the proximity of the removals to one another, and whether the removals constitute a pattern.~~ The Principal shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify the Director of Special Education of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the LEA).

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

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student),

create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

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

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

E. Appeal Process

A student or the student's parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her GVCS related offenses. Appeals must be made first in writing at GVCS level and should be directed to the Executive Director within 10 school days of GVCS sending the Notice of Suspension Form to the parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, and the student. The Executive Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at GVCS level, if further appeal is desired, the student or parent/guardian, and for foster children, their educational rights holder, attorney, and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, should appeal in writing to the GVCS Board of Trustees within 10 school days of the date of GVCS level written response and should direct it to the chairman of the board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student's file.

III. Expulsion

A. Definition

Expulsion means involuntary disenrollment from the charter school.

B. Authority

A student may be expelled either by the Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of an Administrative Panel ~~to be assigned by the Board of~~

Trustees as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.—An Administrative Panel shall conduct the hearing and make findings and a recommendation to the GVCS Board of Trustees. The Board shall make the final decision regarding expulsion.

When an expulsion hearing is conducted by an Administrative Panel, the Panel shall consist of at least three neutral and impartial members. Panel members shall not include a member of the Board of Trustees, the student's teacher, any individual who participated materially in the investigation of the alleged misconduct, or any individual who participated in the decision to recommend the student for expulsion.

At least one member should have experience in school administration, student discipline, or student services. The Panel shall be presided over by a designated neutral hearing chairperson.

Following the hearing, the Administrative Panel shall prepare written findings of fact and a recommendation regarding expulsion for consideration by the Board of Trustees. The Board of Trustees shall make the final determination regarding expulsion.

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

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

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

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

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

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

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

Category III Expulsions – Discretionary Expulsion Recommendation

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

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

Other Involuntary Removal

For purposes of this Policy, an “involuntary removal” includes any action by GVCS to disenroll, dismiss, transfer, or terminate a student’s enrollment for a reason other than suspension or expulsion. This may include, where authorized by the GVCS Charter and Board-approved policies, involuntary removal resulting from continued nonattendance or failure to participate in the School’s educational program.

No student shall be involuntarily removed from GVCS unless the student’s parent or guardian has been provided written notice of GVCS’s intent to remove the student no fewer than five (5) schooldays before the proposed effective date of removal.

The written notice shall state the factual and policy basis for the proposed removal, the proposed effective date, and the student’s right to request a hearing before the effective date of the proposed removal.

If a hearing is requested in a timely manner, the student shall remain enrolled and shall not be removed until GVCS issues a final written decision.

The hearing shall be conducted within a reasonable period of time by a neutral and impartial hearing officer or Administrative Panel. The student and parent/guardian shall have a fair opportunity to present testimony, documentary evidence, and witnesses; confront and cross-examine adverse witnesses; question evidence presented by GVCS; and be represented by legal counsel or an advocate.

The hearing officer or Administrative Panel shall issue written findings and a determination regarding whether the factual and policy basis for involuntary removal has been established.

Nothing in this section permits a student to be involuntarily removed solely because the student is truant, tardy, or absent where removal is not otherwise authorized by the GVCS Charter, Board-approved policies, and applicable law. Attendance-related involuntary removal shall be implemented in accordance with the GVCS Attendance Policy and applicable law.

D. Procedures to Expel a Student

Step One

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

Step Two

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

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.

Adopted:

Amended:



TRANSITIONAL KINDERGARTEN TEACHER QUALIFICATIONS POLICY

Purpose

The Golden Valley Charter Schools (“GVCS”) Board of Trustees recognizes the importance of ensuring that teachers assigned to Transitional Kindergarten (“TK”) possess appropriate preparation and experience in early childhood education and child development.

The purpose of this policy is to establish the criteria by which GVCS may determine that a credentialed teacher’s professional experience in a classroom setting with preschool-age children (ages 3-5) is comparable to the early childhood education or child development coursework required pursuant to Education Code Section 48000.

This policy applies to TK teacher qualification requirements associated with state apportionment and does not replace or modify credential requirements established by the California Commission on Teacher Credentialing (“CTC”).

Teacher Qualification Requirements

As a condition of receipt of state apportionment for TK pupils, GVCS shall ensure that a credentialed teacher who was first assigned to a TK classroom after July 1, 2015, satisfies at least one of the following requirements:

1. **Coursework**
Completion of at least 24 semester units, or the equivalent quarter units, in early childhood education, child development, or a combination thereof, consistent with applicable state law.
2. **Child Development Permit or Early Childhood Education Credential**
Possession of an applicable Child Development Teacher Permit or higher-level Child Development Permit, or an Early Childhood Education Specialist Credential issued by the California Commission on Teacher Credentialing.
3. **Board-Approved Professional Experience Equivalency**
Professional experience in a classroom setting with preschool-age children that GVCS determines and documents to be comparable to the 24 semester units of early childhood education or child development coursework described above, pursuant to the standards established in this policy.

Professional Experience Equivalency

For purposes of Education Code Section 48000(g)(4)(B), the Board determines that qualifying professional experience shall be considered comparable to 24 semester units of early childhood education or child development when the employee satisfies one of the following pathways:

A. Full School Year of Professional Experience

The employee has completed at least one full school year of substantially full-time professional experience working directly with preschool-age children (ages 3-5) in an instructional classroom setting.

Qualifying experience may include service as a credentialed teacher, lead teacher, assistant teacher, instructional assistant, or other instructional professional when the employee had regular and substantial responsibility for supporting the instruction, development, supervision, or care of preschool-age children.

B. Equivalent Classroom Experience

The employee has completed a minimum of 600 documented hours of direct instructional or developmental experience with preschool-age children in a qualifying classroom setting.

The experience may have been accumulated through more than one assignment or employer, provided that the total experience is verified and demonstrates substantial exposure to early childhood development and instruction.

C. Combination of Coursework and Professional Experience

When an employee has completed some, but fewer than 24, semester units of qualifying early childhood education or child development coursework, GVCS may recognize a combination of coursework and verified professional experience.

For purposes of determining equivalency under this pathway, each three semester units of coursework remaining toward the 24-unit requirement may be satisfied by at least 75 hours of qualifying professional experience with preschool-age children.

The Executive Director or designee may require additional experience or documentation when necessary to determine that the combined preparation is reasonably comparable to completion of 24 semester units of qualifying coursework.

Qualifying Professional Experience

Professional experience considered under this policy must involve substantial interaction with preschool-age children in a structured educational or child development environment.

Qualifying settings may include, but are not limited to:

- Public or private preschool programs;
- Licensed childcare and development centers;
- State preschool programs;
- Head Start programs;
- Transitional Kindergarten classrooms;
- Early childhood education programs operated by public schools, charter schools, nonprofit organizations, or private schools; and
- Other comparable early childhood classroom environments approved by the Executive Director or designee.

Experience must involve children who are predominantly preschool age. Experience exclusively involving elementary-age students shall not, by itself, qualify as professional experience with preschool-age children (age 3-5) for purposes of this policy.

Kindergarten or mixed-age classroom experience may be considered when the employee can document substantial and regular instructional responsibility for children who were preschool age during the period of service.

Documentation and Verification

An employee seeking qualification through the professional-experience equivalency pathway shall submit documentation sufficient for GVCS to verify the nature, duration, and setting of the experience.

Acceptable documentation may include:

- Employment verification letters;
- Contracts or personnel records;
- Job descriptions;
- Supervisor verification;
- Performance evaluations;
- Official service records;
- Classroom assignment records;
- Timesheets or experience logs; or
- Other documentation determined sufficient by the Executive Director or designee.

Documentation should identify, to the extent reasonably available:

1. The employer or educational program;
2. The employee's position and responsibilities;
3. The ages or grade levels of the children served;
4. The beginning and ending dates of service;
5. Whether the assignment was full-time or part-time;
6. The approximate number of hours or days of qualifying experience; and
7. The instructional or developmental nature of the employee's responsibilities.

GVCS Determination

The Executive Director, Human Resources Director, or designee shall review submitted documentation and determine whether the employee satisfies the criteria established by this policy.

The determination shall be documented in writing and maintained in the employee's personnel and/or credential assignment records.

Approval under this policy represents GVCS's determination of professional-experience equivalency pursuant to Education Code Section 48000(g)(4)(B). Because professional-experience equivalency is determined by the employing local educational agency, a determination made by another school district, charter school, or local educational agency shall not automatically establish equivalency for employment with GVCS.

Teachers Assigned to TK On or Before July 1, 2015

A credentialed teacher who was assigned to teach Transitional Kindergarten, including a combination TK/Kindergarten classroom, on or before July 1, 2015, is not subject to the additional requirements contained in Education Code Section 48000(g)(4).

Nothing in this policy prevents GVCS from considering additional education, preparation, or professional development in determining TK assignments.

Credential Requirements

Nothing in this policy authorizes an employee to serve in an assignment for which the employee does not possess an appropriate California teaching credential, permit, or other authorization required by law.

The Executive Director or designee shall ensure that TK teachers possess appropriate credentials and that assignments comply with applicable CTC requirements.



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.



GOLDEN VALLEY CHARTER SCHOOLS

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.

Classroom Volunteer Waiting Period

In keeping with Golden Valley Charter Schools' Waldorf-inspired educational approach, classroom volunteering generally begins after the first 40 school days of the school year.

The opening weeks of school are an important period of class formation. During this time, teachers intentionally establish classroom rhythms, routines, expectations, relationships, and a shared sense of community. Students are also learning how to orient themselves to the teacher, to one another, and to the daily life of the classroom.

Limiting additional adults in the classroom during this initial period helps provide students with consistency and allows the teacher to establish a cohesive class culture with fewer outside variables. This is especially important in a Waldorf-inspired program, where predictable rhythm, continuity, relationship, and the gradual development of a secure classroom community are considered important supports for learning and healthy social development.

The 40-school-day waiting period is therefore intended to:

- Allow the teacher to establish clear classroom rhythms, routines, and expectations;
- Support the development of a strong teacher-student relationship;
- Give students time to form relationships with classmates and develop a cohesive class community;
- Reduce distractions and additional social dynamics while the class is becoming established; and
- Allow teachers to identify how parent and community volunteers can best support the class once its needs and rhythms are more clearly understood.

After the 40-school-day period, classroom volunteer opportunities may be introduced at the discretion of the teacher and school administration based on classroom needs, student needs, available activities, and the volunteer's completion of all applicable GVCS volunteer requirements.



The 40-school-day waiting period does not prohibit volunteers from supporting schoolwide events, festivals, office activities, campus projects, or other non-classroom volunteer opportunities when such service is approved by GVCS and all applicable volunteer requirements have been completed.

Exceptions to the classroom waiting period may be authorized by the teacher and administration when a specific educational, operational, or student need warrants earlier volunteer participation.

Registration of Visitors/Guests

Posting of Notice

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

Procedures for Visitors to School Premises

1. Any person who is not a student of the School or GVCS employee shall register his or her presence and the reason for visiting the School immediately upon entering the School premises.
2. The School shall provide identification to be used by all visitors at all times while on School premises. The visitor shall make this identification visible at all times.
3. All visitors registering with the School, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the School with his or her name, address, his or her purpose for entering the premises, and present proof of identity and any other information as required by law. In the instance where an immigration enforcement officer attempts to access the schoolsite or a student, the School's policy on "Responding to On-Campus Immigration Enforcement" shall be consulted and followed.
4. The School shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.
5. The Executive Director or designee may revoke a visitor's registration if the Executive Director or designee has reasonable basis for concluding that the visitor's presence on school premises would likely interfere or is interfering with the peaceful conduct of School activities, is interrupting classroom activities or is disrupting the Charter School, its students, its teachers, or its other employees or volunteers.
6. GVCS employees and volunteers should at all times watch for strangers on the School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the School. Employees and volunteers should immediately inform the administration of any visitor, including immigration enforcement officers, who refuses to comply with registration requirements.
7. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Executive Director or designee and may be reported to the local law enforcement agency.
8. Any person who fails to register within a reasonable time after entering the School premises, who fails to leave upon the request of the Executive Director or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

9. School personnel shall report entry by immigration-enforcement officers to any on-site police, security officers, or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Confidentiality and Student Records

All volunteers shall follow State and Federal Laws regarding confidentiality and personally identifiable information (PPI) of students included in The Family Education Rights and Privacy Act (FERPA), The Individuals with Disabilities Education Act (IDEA), and relevant California Education Code. The problems, abilities, relationships, and confidences of students, parents, and staff should never be discussed with any volunteer unless he or she has a professional need to know. Volunteers will not have access to student records.

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.

Mandated Reporter Training

To promote student safety and comply with applicable California child abuse prevention and reporting requirements, all GVCS volunteers must complete approved child abuse and neglect identification and mandated reporter training before beginning volunteer service.

Volunteers must:

- Complete the California Department of Social Services (CDSS) Mandated Reporter Training, or another training program approved by GVCS that meets applicable legal requirements;
- Provide GVCS with a certificate or other acceptable proof of completion before volunteering; and
- Renew the required training annually, prior to volunteering during each school year.

A volunteer may not provide volunteer services on campus, during a school-sponsored activity, on a field trip, or in any other capacity on behalf of GVCS until the required training has been completed and verified by the school.

Training shall include, at minimum, information regarding the identification of child abuse and neglect, appropriate reporting procedures, and the responsibilities applicable to persons who are mandated reporters under California law.

Volunteers who are considered mandated reporters under applicable law have an individual and independent duty to report known or reasonably suspected child abuse or neglect to an appropriate child protective agency as required by law. A report to a teacher, principal, administrator, or other GVCS employee does not substitute for a legally required report to the appropriate agency.

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.

Board Report

Orchard

October 2026

Our Courage Day celebration was a beautiful reminder of the traditions that make our Waldorf school so special. The Hawthorn Second Grade and Baobab Sixth Grade classes did an incredible job bringing the story of *George and the Dragon* to life. Their performances reflected the hard work, imagination, and dedication of both the students, teachers, and volunteers. One of the most meaningful moments came as a surprise when each second grader gently laid their sword upon the dragon. It was a beautiful expression of unity, compassion, and the deeper meaning of courage. The children offered an image of coming together as a whole class.

Our school food drive was a tremendous success! When the food bank volunteers arrived to collect the donations, they were genuinely impressed by the amount of food our school community had gathered. It was especially meaningful to watch our Student Council members help load the donations into the trucks. They took great pride in seeing the results of our community's generosity and in knowing that their efforts would directly benefit families in need.

Experiences like this are an important part of educating the whole child. Community service becomes much more meaningful when students can see and participate in the impact of their actions.

Faculty Chair Report
Sarah Chase
River School

The River faculty and staff have been busy as we have been transitioning from the end of Summer to the beginning of Fall. Our classes are in full swing with our routines. Our curriculum is coming to life with learning letters and numbers, cooking and gardening, Norse mythology, botany and so much more. Mr. Lacoste and his 3rd graders are learning about the Hebrew people and their traditions. They worked diligently on their Sukkah to celebrate Sukkot. They built two frames for their Sukkah and beautifully decorated it with foliage. It beautifully adorned the middle grades grotto for a week. Field trips are being planned and both 4th and 5th grades will be making their way to the Monterey Bay aquarium in the next month or so.

We are preparing for the eagle chase as well as the Festival of Light. The Kindergarteners will also be preparing for their lantern walks. This is such a festive time of year as we prepare for the holiday season. The lower grades have secured a reservation for the Fratello Marionettes which is always such an adored offering that we have been able to experience for several years now. We have so much to look forward to as we move into the cooler months.

Teachers are preparing for parent-teacher conferences and progress reports. We are looking at student testing data, collecting work samples and looking back on work habits and behavioral patterns of our students. This is a great way to connect home and school with conferences and letting parents know where their student is this time of the year.

This time of year is busy and can take a lot out of faculty and staff. We have started doing a monthly potluck with a theme. Last month was Soup-tember and this month is Crock-tober. This is a fun way to care for each other and come together collectively. Teachers are really feeling the slog that October can be but having some fun with our colleagues makes it a little easier.



Board Report October 2026

As autumn deepens and the days grow shorter, our school community enters a season of reflection, gratitude, and preparation. October invites us to notice what has been cultivated, to gather what is ready for harvest, and to thoughtfully consider what must be tended in the months ahead. In the rhythm of the year, we are reminded that change is not something to fear. The turning of the seasons teaches us that period of darkness, rest, challenge, and renewal are all part of a larger journey.

Our school community is on such a journey together.

There are times of ease and celebration, and there are times when we are asked to pause, listen more deeply, work through difficulty, and find new strength. It is through these experiences that individuals and communities can grow stronger, wiser, and more connected.

A Culture of Communication

One of the ways we strengthen our community is through the way we communicate with one another. A healthy school community depends upon trust, respect, honesty, and a willingness to engage directly and thoughtfully when concerns arise. We are continuing to encourage a culture in which questions can be asked, concerns can be brought forward, and those closet to an issue are given the opportunity to participate in finding a path forward.

This requires courage.

It is not always easy to have a direct conversation. It can be uncomfortable to acknowledge when something is not working or when we have contributed to a challenge ourselves. But meaningful relationships are strengthened when we choose honest conversation over assumption, curiosity over judgement, and collaboration over division.

As we move through the year, we invite each of us to reflect:

- Have I brought my concerns to the person who can help address them?
- Have I listened as carefully as I have spoken?
- Have I approached difficult conversations with the intention of finding a path forward?

These questions are not about placing blame. They are about cultivating personal responsibility in building a stronger community.

Supporting Our Faculty and Staff

Our faculty and staff are at the heart of the daily life of our schools. The Board recognizes that supporting our educators means more than providing resources. It means creating conditions in which teachers and staff can do their work with clarity, dignity, collaboration, and a sense of purpose.



The work of educating children is deeply meaningful, but it is also demanding. We want to ensure that our faculty and staff have opportunities to reflect, grow, receive support, and celebrate the impact of their work. As part of this effort, we continue to pay attention to staff culture, professional development, communication, organizational capacity, and the sustainability of the work being asked of our employees.

Growth does not happen without reflection. We want to create a space for our staff to ask what is working, what is challenging, what can be improved, and what support is needed.

Work of the Board

The Board is continuing our own journey in learning and growing. We do not approach our work believing that we have every answer. We approach it with a commitment to listen, ask thoughtful questions, seek different perspectives, and make decisions grounded in the mission and long-term well-being of the school.

Our continued Board 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 need 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 that the Board can serve the school with clarity, humility, and consistency.

Respectfully,

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

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GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, ED

October 14, 2026

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

As we move into October, our schools continue to be engaged in important work that reflects our commitment to academic excellence, meaningful relationships, and the strength of our community.

San Juan Unified School District has revised the timeline for Golden Valley River School's charter renewal process. The petition submission date has been moved to November 23, 2026, with the first public hearing now scheduled for December 15, 2026, and the second and final hearing scheduled for February 23, 2027. While this revised timeline extends the renewal process, our team remains focused on preparing a comprehensive petition that reflects the strength of our educational program, student achievement, and continued commitment to the families we serve. We remain confident in the quality of our program and look forward to sharing the many successes of River School throughout the renewal process.

In our classrooms, teachers are preparing for fall parent-teacher conferences, an important opportunity to strengthen the partnership between home and school. Families will receive information about their child's academic progress, social-emotional development, classroom engagement, and overall growth. Rooted in our Waldorf-inspired approach to education, these conversations extend beyond traditional measures of academic achievement to recognize the whole child. Teachers will share individual strengths, identify areas for continued growth, and work collaboratively with families to support each student's educational journey. We are grateful for the considerable time, care, and preparation our teachers invest in making these conferences meaningful for families.

This month also brought a bittersweet moment for the River community as we gathered to bid a heartfelt farewell to Annie Bosque, a longtime colleague, friend, and dedicated member of Golden Valley Charter Schools. Throughout her many years of service, Annie has contributed to the life and spirit of our school in ways that extend well beyond her professional responsibilities. Her dedication, relationships, and commitment to our shared mission have left a lasting impression on the students, families, and colleagues whose lives she has touched. River sent Annie off with an abundance of love, gratitude, and well-wishes as she begins her next chapter. We are deeply appreciative of her years of service and the many ways she helped nurture the community we cherish today.

October's virtue of Charity offers a meaningful connection to the work and experiences unfolding across our schools. Charity calls us to look beyond ourselves, recognize the needs of others, and give generously of our time, attention, compassion, and talents. We see this virtue reflected in the dedication of our teachers as they prepare thoughtfully for conversations with families, in the collective commitment to sustaining River through the charter renewal process, and in the love and gratitude expressed by our community as we celebrated Annie's years of service.

In Waldorf education, virtues are not simply concepts to be taught; they are qualities cultivated through daily actions, relationships, and example. Charity reminds us that a thriving school community is built not only through what we accomplish, but also through what we give to one another. As we move through October, may we continue to model this virtue through generosity of spirit, service to others, and care for the community that makes Golden Valley Charter Schools so special.

ORCHARD -

Our Virtue of the Month is Charity. Throughout the month, students will explore what charity looks like in everyday life, including generosity, service, compassion, and noticing when others may need help or support. Teachers will incorporate opportunities for students to reflect on and practice this virtue within our classrooms and school community.

We continue to advocate for the installation of gates at the Orchard campus. Parents and community members who are interested in supporting efforts to have the gates installed sooner are encouraged to review the available slide deck and respectfully reach out to San Juan to share their support and concerns. We appreciate our families partnering with us in a constructive and respectful manner as we continue advocating for campus safety needs.

Orchard is applying for a new garden grant to strengthen and expand our garden program. Our gardens are an important extension of the classroom and provide opportunities for experiential learning, environmental stewardship, and meaningful connection to the natural world.

We welcomed a significant number of new staff members this year, and supporting their successful transition into our school and Waldorf-inspired educational model continues to be a priority.

Our new teachers are receiving support through:

- Opportunities to observe experienced teachers in their classrooms
- A dedicated mentor with regularly scheduled weekly meetings
- Ongoing administrative support and classroom observations
- Opportunities for collaboration with colleagues
- Continued guidance as they develop their classroom practices and become more deeply familiar with our school culture and educational approach

We recognize that strong teachers are built through mentorship, collaboration, reflection, and time. We are intentionally creating structures that allow our newest faculty members to learn from seasoned colleagues while receiving consistent support throughout the year.

Ruby Bridges Walk to School Day

On Tuesday, November 10, both campuses will participate in a Ruby Bridges Walk to School Day celebration. Students and staff will participate in a walk through the neighborhood, followed by an **on-campus assembly where student work will be shared**. The experience provides an opportunity for students to learn about Ruby Bridges and reflect on courage, inclusion, fairness, and the role each of us can play in creating a welcoming school community.

Kindness, Inclusion, and Diversity Committee (KID)

Families with questions, comments, ideas, or concerns related to diversity and inclusion can reach out to: diversity@gvcharter.org

Mrs. Page receives the messages sent to this address and will make sure they are routed to the appropriate channel, whether that is an individual school, both campuses, or school leadership. We welcome thoughtful feedback and want families to have a clear avenue for sharing ideas, asking questions, and bringing concerns forward.

RIVER –

As the leaves begin to turn and the days grow shorter, October at the River campus invites us to notice the rhythms of change all around us. In our classrooms, we are settling more deeply into the school year, finding our rhythms, strengthening relationships, and beginning to experience the fullness of our community.

Our virtue for October is **Charity**. When we hear the word charity, we often think of giving money or donating possessions. While these are certainly expressions of charity, the virtue itself reaches much deeper. Charity begins with the ability to look beyond ourselves—to notice the needs of another person and to respond with generosity, compassion, and care.

This is deeply connected to the spirit of Waldorf education. We seek not only to fill our children's minds with knowledge, but to cultivate their capacity to recognize their place within a larger human and natural community. A child who learns to see that his or her actions affect others is developing something more enduring than simple good manners. They are developing social consciousness.

In a Waldorf classroom, this awareness is cultivated through experience. Children participate in meaningful work. They care for their classroom, tend gardens, help one another, create things with their hands, and contribute to the life of the community. These experiences quietly communicate an important message- *I have something to give, and what I give matters.*

Our annual Canned Food Drive and Clothing Swap offered wonderful opportunities to bring this virtue to life. The food drive reminds us that generosity does not have to be complicated. A can of food may seem like a small thing, but when many people each contribute something small, those individual acts become something much greater. In the same way, the clothing swap invites us to reconsider the things we already have. Something that has become too small or no longer serves one child may be exactly what another child needs.

Charity is not simply about having more and giving some of it away. It is about recognizing that our resources, our time, our abilities, and even the things we no longer need can be placed in service to others. This month at the River School, we can encourage our children to look outward—to notice the people around them, to recognize opportunities to help, and to discover the quiet joy that comes from giving. When we see one another with compassion, we begin to understand that none of us stands alone. We belong to one another, and the small gifts we offer each day help make our community stronger.



Enrollment and Attendance – Orchard				
	2026-2027	Month 2 ADA	Movement	
TK	29	95%	(1)	
K	30	97%	(1)	
ABK	20	TK:93%/K:95%	0	
OBK	20	TK:96%/K:98%	0	
MBK	19	TK:96%/K:97%	(2)	
1	26	96%	(1)	
2	20	97%	0	
3	39	96%	0	
4	41	96%	+2(1)	
5	25	92%	0	
6	28	93%	(1)	
7	29	93%	+1(1)	
8	27	95%	0	
Total	09/30/2026	Month 2 ADA Total 95%	294	

Enrollment and Attendance – River				
	2026-2027	Month 2 ADA	Movement	
TK	25	91%	0	
K	35	95%	0	
CBK	20	TK: 99%/K:100%	0	
LBK	20	TK:93%/K:98%	0	
PBK	20	TK:89%/K:92%	0	
1	48	95%	+1	
2	48	92%	0	
3	30	96%	0	
4	29	95%	0	
5	28	97%	(1)	
6	23	96%	0	
7	30	96%	0	
8	17	95%	0	
Total	09/30/2026	Month 2 ADA Total 95%	313	

Enrollment – We have recorded Parent Information Meetings available for prospective families to watch Thursday, October 08, 2026. 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.

October 08: ZOOM PIM

Waitlist:

Orchard:

TK: 5

K: 29

River:

TK: 2

K: 36

Hybrid Cherry Blossom: TK: 8 K: 23

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 October
 - Filmed on Oct 7 with CCSA a video project for prospective families – project launch date by January
 - Ensuring School newsletters highlight stories, involvement, and community
 - Held a Parent Enrichment Workshop at the Orchard School focused on dialog and community connection with past Alumni parents and Brianne Hanley
 - Great connection opportunity & looking for more

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 was reiterated at Back-to-School Nights
- Placed Communication in School Newsletter
- Taking a break in communications in October to have focus on Eagle Chase Fundraiser

Fundraising with GVEF

- **Monthly Meeting Oct 7:**
 - We had one new parent come from the mixer last month
 - All focus was on launching Eagle Chase Fundraiser
 - Adding an Oct 20th Zoom meeting to wrap up needs before the week of the fundraiser
 - **Mixer & Gala Meeting:** Oct 8 at Moonraker Millhouse. We had 10 attendees with 4 new parents.
 - **Next Monthly Meeting:** Nov 3

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	35/294	\$4,972		\$35,000
GVRs	73/313	\$7,999		\$65,000
General Donation	n/a	\$0		
TOTAL	108/607	\$12,971	\$50,000	\$100,000