



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

December 10, 2025

Board Meeting Access Information

Date: Wednesday, December 10, 2025
Time: 5:00 p.m.
Primary Location: **Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662**

Remote Location: Golden Valley Orchard, Room 2, 6550 Filbert Ave, Orangevale, CA 95662

Zoom Link: Topic: BOT Regular Meeting 2025.12.10
Time: December 10, 2025 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/83209831301?pwd=8iTcTpnq1UWHFLNC6Nql4kL668sthM.1>

Meeting ID: 832 0983 1301

Passcode: 872878

One tap mobile

+16699009128,,83209831301#,,, *872878# US

Join instructions

<https://us02web.zoom.us/join/83209831301/invitations?signature=hPYiTOTtonWOHO4dZQQQw7UjQgxvtoZ81dQl10thyH4>

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

Members of the public who wish to comment during the Board meeting may do so in person at the primary meeting location, a remote meeting location, or use the "raise hand" tool on the Zoom platform. Members of the public may also email their comments to the Board at bot@gvcharter.org; emailed comments will be summarized by the board chair. Individual comments are limited to three (3) minutes. The Board will limit the total time for public comment to fifteen minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Disability Accommodations. A person with a disability may contact the central office at (916) 597-1477, or email the board at bot@gvcharter.org at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

December 10, 2025

Regular Meeting Agenda

1. **Call to Order** – 5:00 p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 5:00 p.m.
Board Members: Katie Gerski-Keller, Ekaterina Khmelniker, Stephen Quadro, Meredith Willsen, James Stark, Jessica Crew
3. **Board Member Exigencies and Remote Attendance** – 5:01 p.m. *(K. Gerski-Keller)*
Action: Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?
Information: Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member's relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
4. **Flag Salute/Quote/Moment of Silence** – 5:05 p.m. *(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 November 12, 2025, Regular Meeting Minutes?
7. **2025-2026 First Interim Budget Report, GVOS** – 5:22 p.m. *(S. Lefkowitz)*
Discussion/Action: Shall the Board approve the 2025-2026 First Interim Budget for Golden Valley Orchard School (GVOS)?
8. **2025-2026 First Interim Budget Report, GVRS** – 5:42 p.m. *(S. Lefkowitz)*
Discussion/Action: Shall the Board approve the 2025-2026 First Interim Budget for Golden Valley River School (GVRS)?

December 10, 2025

9. **2024-2025 Financial Audit Report, GVCS** – 6:02 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board accept the 2024-2025 Financial Audit of Golden Valley Charter Schools (GVCS)?
10. **Orchard 5th Grade Class Field Trip Quote** – 6:20 p.m. *(J. Evans)*
Discussion/Action: The Board will review and discuss a quote for the Orchard 5th Grade Class Field Trip for the 2025-2026 school year. Shall the Board approve the quote for the Orchard 5th Grade Class Field Trip?
11. **California School Dashboard Review, GVCS** – 6:30 p.m. *(J. Hoover)*
Discussion: The Board will discuss the status of Golden Valley Charter Schools on the California School Dashboard.
12. **Intra-CMO Charter Loan** – 6:50 p.m. *(J. Hoover)*
Discussion/Action: Shall the Board approve revoking the resolution documenting an intra-CMO charter loan from Golden Valley River School to Golden Valley Orchard School for the 2025-2030 school years?
13. **Executive Director Evaluation Policy (First Read)** – 7:00 p.m. *(K. Gerski-Keller)*
Discussion/Action: The Board will discuss the revised Executive Director Evaluation Policy. Shall the Board approve the revised Executive Director Evaluation Policy?
14. **Student Code of Conduct Policy (Third Read)** – 7:20 p.m. *(J. Hoover)*
Discussion/Action: The Board will discuss the revised Student Code of Conduct Policy. Shall the Board approve the revised Student Code of Conduct Policy?
15. **Parent Handbook for GVCS (First Read)** – 7:40 p.m. *(J. Hoover)*
Discussion/Action: The Board will discuss the revised Parent Handbook for Golden Valley Charter Schools (GVCS). Shall the Board approve the revised Parent Handbook for GVCS?
16. **Faculty Reports** – 8:00 p.m.
Faculty Chair Report, Orchard: Orchard Faculty Chair, Jennifer Evans, will present items of interest to the board. *(J. Evans)*
Faculty Chair Report, River: River Faculty Chair, Tavia Pagan, will present items of interest to the board. *(T. Pagan)*
17. **Executive Reports** – 8:10 p.m.
Board Chair Report: Board of Trustees Chair, Katie Gerski-Keller, will present items of interest to the board.
Executive Director Report: Interim Executive Director, Jennifer Hoover, will present items of interest to the board.



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18. Recitation of the Motto of the Social Ethic – 8:20 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.

19. Adjournment of the meeting – 8:21 p.m.

(K. Gerski-Keller)

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Golden Valley Orchard
(continued)
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	2,578,359.00		2,578,359.00	491,755.00		491,755.00	2,558,367.00		2,558,367.00
Education Protection Account State Aid - Current Year	8012	59,334.00		59,334.00	13,617.00		13,617.00	57,846.00		57,846.00
State Aid - Prior Years	8019			-		-	-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	909,887.00		909,887.00	248,216.82		248,216.82	890,250.00		890,250.00
Other LCFF Transfers	8091, 8097			-		-	-			-
Total, LCFFSources		3,547,580.00	-	3,547,580.00	753,588.82	-	753,588.82	3,506,463.00	-	3,506,463.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290		51,922.00	51,922.00			-		50,406.00	50,406.00
Special Education - Federal	8181, 8182			-			-			-
Child Nutrition - Federal	8220		39,000.00	39,000.00			-		39,000.00	39,000.00
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299	-	0.00	-	509,290.23		509,290.23	509,336.32	11,176.00	520,512.32
Total, Federal Revenues		-	90,922.00	90,922.00	509,290.23	-	509,290.23	509,336.32	100,582.00	609,918.32
3. Other State Revenues										
Special Education - State	StateRevSE		161,795.00	161,795.00			-		161,795.00	161,795.00
All Other State Revenues	StateRevAO	30,693.00	418,288.00	448,981.00			-	61,609.14	456,038.86	517,648.00
Total, Other State Revenues		30,693.00	580,083.00	610,776.00	-	-	-	61,609.14	617,833.86	679,443.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	60,000.00		60,000.00	15,898.83		15,898.83	17,550.00		17,550.00
Total, Local Revenues		60,000.00	-	60,000.00	15,898.83	-	15,898.83	17,550.00	-	17,550.00
5. TOTAL REVENUES										
		3,638,273.00	671,005.00	4,309,278.00	1,278,777.88	-	1,278,777.88	4,094,958.46	718,415.86	4,813,374.32
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	978,440.00	26,286.00	1,004,726.00	251,203.15	40,920.00	292,123.15	799,669.00	163,680.00	963,349.00
Certificated Pupil Support Salaries	1200	-		-	1,723.50	-	1,723.50	31,500.00		31,500.00
Certificated Supervisors' and Administrators' Salaries	1300	114,009.00		114,009.00	38,003.19		38,003.19	114,000.00		114,000.00
Other Certificated Salaries	1900	255,043.00		255,043.00	11,772.33	47,607.00	59,379.33	142,209.00	142,821.00	285,030.00
Total, Certificated Salaries		1,347,492.00	26,286.00	1,373,778.00	302,702.17	88,527.00	391,229.17	1,087,378.00	306,501.00	1,393,879.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	214,318.00	85,000.00	299,318.00	35,378.59	52,139.26	87,517.85	85,108.96	208,557.04	293,666.00
Non-certificated Support Salaries	2200	127,938.00		127,938.00	12,505.65	26,148.36	38,654.01	68,235.56	104,593.44	172,829.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	47,741.00	47,741.00	-	-	-	-	47,741.00	47,741.00
Clerical and Office Salaries	2400	54,796.00		54,796.00	29,420.36		29,420.36	100,296.00		100,296.00
Other Non-certificated Salaries	2900	0.00	42,243.00	42,243.00	1,190.40	12,667.91	13,858.31	4,239.27	38,003.73	42,243.00
Total, Non-certificated Salaries		397,052.00	174,984.00	572,036.00	78,495.00	90,955.53	169,450.53	257,879.79	398,895.21	656,775.00
3. Employee Benefits										
STRS	3101-3102	258,572.00	3,820.00	262,392.00	45,850.27	18,730.72	64,580.99	191,308.12	74,922.88	266,231.00
PERS	3201-3202	122,363.00	31,000.00	153,363.00	34,488.42	16,864.67	51,353.09	108,623.32	67,458.68	176,082.00
OASDI / Medicare / Alternative	3301-3302	38,181.00	25,500.00	63,681.00	13,928.80	7,495.79	21,424.59	40,471.84	29,983.16	70,455.00
Health and Welfare Benefits	3401-3402	171,285.00	13,715.00	185,000.00	76,585.63	31,231.05	107,816.68	122,538.00	62,462.00	185,000.00
Unemployment Insurance	3501-3502	16,160.00	2,000.00	18,160.00	546.96	921.17	1,468.13	14,475.32	3,684.68	18,160.00
Workers' Compensation Insurance	3601-3602	36,862.00	4,000.00	40,862.00	14,059.00		14,059.00	43,064.00		43,064.00
OPEB, Allocated	3701-3702			-	-	-	-			-
OPEB, Active Employees	3751-3752			-	-	-	-			-
Other Employee Benefits	3901-3902			-	-	-	-			-
Total, Employee Benefits		643,423.00	80,035.00	723,458.00	185,459.08	75,243.40	260,702.48	520,480.60	238,511.40	758,992.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	-	-	1,267.77	1,267.77		5,000.00	5,000.00
Books and Other Reference Materials	4200	300.00	0.00	300.00	-	-	-	300.00		300.00
Materials and Supplies	4300	32,220.00	30,000.00	62,220.00	3,935.44	41,899.74	45,835.18	11,899.57	60,370.43	72,270.00
Noncapitalized Equipment	4400	27,900.00	7,500.00	35,400.00	17,882.42	35,558.17	53,440.59	20,000.00	39,900.00	59,900.00
Food	4700		152,200.00	152,200.00		29,399.76	29,399.76		152,200.00	152,200.00
Total, Books and Supplies		60,420.00	189,700.00	250,120.00	21,817.86	108,125.44	129,943.30	32,199.57	257,470.43	289,670.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100			-	-	-	-			-
Travel and Conferences	5200	16,000.00	0.00	16,000.00	3,670.18	10,507.67	14,177.85	4,000.00	12,000.00	16,000.00
Dues and Memberships	5300	8,475.00		8,475.00	13,522.00	574.00	14,096.00	13,525.00	575.00	14,100.00
Insurance	5400	61,850.00		61,850.00	36,177.50		36,177.50	61,850.00		61,850.00
Operations and Housekeeping Services	5500	48,825.00		48,825.00	11,413.90		11,413.90	48,825.00		48,825.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	370,452.00		370,452.00	113,828.00		113,828.00	338,552.00		338,552.00
Transfers of Direct Costs	5700-5799			-	-	-	-			-
Professional/Consulting Services and Operating Expend.	5800	534,073.00	200,000.00	734,073.00	282,400.80	17,884.75	300,285.55	668,775.00	71,500.00	740,275.00
Communications	5900	15,500.00		15,500.00	3,203.43		3,203.43	15,500.00		15,500.00
Total, Services and Other Operating Expenditures		1,055,175.00	200,000.00	1,255,175.00	464,215.81	28,966.42	493,182.23	1,151,027.00	84,075.00	1,235,102.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Golden Valley Orchard
(continued)
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Lease Assets	6600			-			-			-
Subscription Assets	6700			-			-			-
Depreciation Expense (for accrual basis only)	6900			-			-			-
Amortization Expense-Lease Assets	6910			-			-			-
Amortization Expense-Subscription Assets	6920			-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-		-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-		-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-		-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-		-			-			-
All Other Transfers	7281-7299	-		-	31,900.00		31,900.00	31,900.00		31,900.00
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	31,900.00	-	31,900.00	31,900.00	-	31,900.00
8. TOTAL EXPENDITURES		3,503,562.00	671,005.00	4,174,567.00	1,084,589.92	391,817.79	1,476,407.71	3,080,864.96	1,285,453.04	4,366,318.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		134,711.00	-	134,711.00	194,187.96	(391,817.79)	(197,629.83)	1,014,093.50	(567,037.18)	447,056.32
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-	375,021.68		375,021.68	375,021.68		375,021.68
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-	(391,817.79)	391,817.79	-	(567,037.18)	567,037.18	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	(16,796.11)	391,817.79	375,021.68	(192,015.50)	567,037.18	375,021.68
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		134,711.00	-	134,711.00	177,391.85	-	177,391.85	822,078.00	-	822,078.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	(233,137.55)		(233,137.55)	(233,137.55)		(233,137.55)	(233,137.55)		(233,137.55)
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		(233,137.55)	-	(233,137.55)	(233,137.55)	-	(233,137.55)	(233,137.55)	-	(233,137.55)
2. Ending Fund Balance, June 30 (E + F.1.c.)		(98,426.55)	-	(98,426.55)	(55,745.70)	-	(55,745.70)	588,940.45	-	588,940.45
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	208,728.00	-	208,728.00			-	218,316.00		218,316.00
Unassigned/Unappropriated Amount	9790	(307,154.55)	-	(307,154.55)	(55,745.70)	-	(55,745.70)	370,624.45	-	370,624.45

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard
(continued)
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,578,359.00	491,755.00	2,558,367.00	(19,992.00)	-0.78%
Education Protection Account State Aid - Current Year	8012	59,334.00	13,617.00	57,846.00	(1,488.00)	-2.51%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	909,887.00	248,216.82	890,250.00	(19,637.00)	-2.16%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		3,547,580.00	753,588.82	3,506,463.00	(41,117.00)	-1.16%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	51,922.00	-	50,406.00	(1,516.00)	-2.92%
Special Education - Federal	8181, 8182	-	-	-	-	-
Child Nutrition - Federal	8220	39,000.00	-	39,000.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	509,290.23	520,512.32	520,512.32	New
Total, Federal Revenues		90,922.00	509,290.23	609,918.32	518,996.32	570.81%
3. Other State Revenues						
Special Education - State	StateRevSE	161,795.00	-	161,795.00	-	0.00%
All Other State Revenues	StateRevAO	448,981.00	-	517,648.00	68,667.00	15.29%
Total, Other State Revenues		610,776.00	-	679,443.00	68,667.00	11.24%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	60,000.00	15,898.83	17,550.00	(42,450.00)	-70.75%
Total, Local Revenues		60,000.00	15,898.83	17,550.00	(42,450.00)	-70.75%
5. TOTAL REVENUES		4,309,278.00	1,278,777.88	4,813,374.32	504,096.32	11.70%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,004,726.00	292,123.15	963,349.00	(41,377.00)	-4.12%
Certificated Pupil Support Salaries	1200	-	1,723.50	31,500.00	31,500.00	New
Certificated Supervisors' and Administrators' Salaries	1300	114,009.00	38,003.19	114,000.00	(9.00)	-0.01%
Other Certificated Salaries	1900	255,043.00	59,379.33	285,030.00	29,987.00	11.76%
Total, Certificated Salaries		1,373,778.00	391,229.17	1,393,879.00	20,101.00	1.46%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	299,318.00	87,517.85	293,666.00	(5,652.00)	-1.89%
Non-certificated Support Salaries	2200	127,938.00	38,654.01	172,829.00	44,891.00	35.09%
Non-certificated Supervisors' and Administrators' Sal.	2300	47,741.00	-	47,741.00	-	0.00%
Clerical and Office Salaries	2400	54,796.00	29,420.36	100,296.00	45,500.00	83.04%
Other Non-certificated Salaries	2900	42,243.00	13,858.31	42,243.00	-	0.00%
Total, Non-certificated Salaries		572,036.00	169,450.53	656,775.00	84,739.00	14.81%
3. Employee Benefits						
STRS	3101-3102	262,392.00	64,580.99	266,231.00	3,839.00	1.46%
PERS	3201-3202	153,363.00	51,353.09	176,082.00	22,719.00	14.81%
OASDI / Medicare / Alternative	3301-3302	63,681.00	21,424.59	70,455.00	6,774.00	10.64%
Health and Welfare Benefits	3401-3402	185,000.00	107,816.68	185,000.00	-	0.00%
Unemployment Insurance	3501-3502	18,160.00	1,468.13	18,160.00	-	0.00%
Workers' Compensation Insurance	3601-3602	40,862.00	14,059.00	43,064.00	2,202.00	5.39%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		723,458.00	260,702.48	758,992.00	35,534.00	4.91%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard
(continued)
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	1,267.77	5,000.00	5,000.00	New
Books and Other Reference Materials	4200	300.00	-	300.00	-	0.00%
Materials and Supplies	4300	62,220.00	45,835.18	72,270.00	10,050.00	16.15%
Noncapitalized Equipment	4400	35,400.00	53,440.59	59,900.00	24,500.00	69.21%
Food	4700	152,200.00	29,399.76	152,200.00	-	0.00%
Total, Books and Supplies		250,120.00	129,943.30	289,670.00	39,550.00	15.81%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	16,000.00	14,177.85	16,000.00	-	0.00%
Dues and Memberships	5300	8,475.00	14,096.00	14,100.00	5,625.00	66.37%
Insurance	5400	61,850.00	36,177.50	61,850.00	-	0.00%
Operations and Housekeeping Services	5500	48,825.00	11,413.90	48,825.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	370,452.00	113,828.00	338,552.00	(31,900.00)	-8.61%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	734,073.00	300,285.55	740,275.00	6,202.00	0.84%
Communications	5900	15,500.00	3,203.43	15,500.00	-	0.00%
Total, Services and Other Operating Expenditures		1,255,175.00	493,182.23	1,235,102.00	(20,073.00)	-1.60%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Lease Assets	6600	-	-	-	-	
Subscription Assets	6700	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Amortization Expense-Lease Assets	6910	-	-	-	-	
Amortization Expense-Subscription Assets	6920	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	31,900.00	31,900.00	31,900.00	New
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	31,900.00	31,900.00	31,900.00	New
8. TOTAL EXPENDITURES		4,174,567.00	1,476,407.71	4,366,318.00	191,751.00	4.59%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		134,711.00	(197,629.83)	447,056.32	312,345.32	231.86%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley Orchard
(continued)
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	375,021.68	375,021.68	375,021.68	New
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)						
	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	375,021.68	375,021.68	375,021.68	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		134,711.00	177,391.85	822,078.00	687,367.00	510.25%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(233,137.55)	(233,137.55)	(233,137.55)	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		(233,137.55)	(233,137.55)	(233,137.55)		
2. Ending Fund Balance, June 30 (E + F.1.c.)		(98,426.55)	(55,745.70)	588,940.45		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	208,728.00	-	218,316.00	9,588.00	4.59%
Unassigned/Unappropriated Amount	9790	(307,154.55)	(55,745.70)	370,624.45	677,779.00	-220.66%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard
(continued) _____
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,558,367.00	0.00	2,558,367.00	2,719,136.00	2,849,480.00
Education Protection Account State Aid - Current Year	8012	57,846.00	0.00	57,846.00	59,334.00	59,334.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	890,250.00	0.00	890,250.00	913,150.00	913,150.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,506,463.00	0.00	3,506,463.00	3,691,620.00	3,821,964.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	50,406.00	50,406.00	51,918.00	53,476.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	39,000.00	39,000.00	40,170.00	41,375.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	509,336.32	11,176.00	520,512.32		
Total, Federal Revenues		509,336.32	100,582.00	609,918.32	92,088.00	94,851.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	161,795.00	161,795.00	166,649.00	171,648.00
All Other State Revenues	StateRevAO	61,609.14	456,038.86	517,648.00	366,713.00	377,714.00
Total, Other State Revenues		61,609.14	617,833.86	679,443.00	533,362.00	549,362.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	17,550.00	0.00	17,550.00	17,550.00	17,550.00
Total, Local Revenues		17,550.00	0.00	17,550.00	17,550.00	17,550.00
5. TOTAL REVENUES		4,094,958.46	718,415.86	4,813,374.32	4,334,620.00	4,483,727.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	799,669.00	163,680.00	963,349.00	982,495.00	1,001,642.00
Certificated Pupil Support Salaries	1200	31,500.00	0.00	31,500.00	32,130.00	32,760.00
Certificated Supervisors' and Administrators' Salaries	1300	114,000.00	0.00	114,000.00	116,280.00	118,560.00
Other Certificated Salaries	1900	142,209.00	142,821.00	285,030.00	290,730.00	296,431.00
Total, Certificated Salaries		1,087,378.00	306,501.00	1,393,879.00	1,421,635.00	1,449,393.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	85,108.96	208,557.04	293,666.00	299,539.00	305,413.00
Non-certificated Support Salaries	2200	68,235.56	104,593.44	172,829.00	176,286.00	179,743.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	47,741.00	47,741.00	48,696.00	49,651.00
Clerical and Office Salaries	2400	100,296.00	0.00	100,296.00	102,262.00	104,228.00
Other Non-certificated Salaries	2900	4,239.27	38,003.73	42,243.00	43,088.00	43,933.00
Total, Non-certificated Salaries		257,879.79	398,895.21	656,775.00	669,871.00	682,968.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard
(continued) _____
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	191,308.12	74,922.88	266,231.00	271,532.00	276,834.00
PERS	3201-3202	108,623.32	67,458.68	176,082.00	179,592.00	183,103.00
OASDI / Medicare / Alternative	3301-3302	40,471.84	29,983.16	70,455.00	71,859.00	73,263.00
Health and Welfare Benefits	3401-3402	122,538.00	62,462.00	185,000.00	190,550.00	196,267.00
Unemployment Insurance	3501-3502	14,475.32	3,684.68	18,160.00	18,705.00	19,266.00
Workers' Compensation Insurance	3601-3602	43,064.00	0.00	43,064.00	43,922.00	44,780.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		520,480.60	238,511.40	758,992.00	776,160.00	793,513.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	5,000.00	5,000.00	5,150.00	5,253.00
Books and Other Reference Materials	4200	300.00	0.00	300.00	309.00	315.00
Materials and Supplies	4300	11,899.57	60,370.43	72,270.00	74,438.00	75,927.00
Noncapitalized Equipment	4400	20,000.00	39,900.00	59,900.00	61,697.00	62,931.00
Food	4700	0.00	152,200.00	152,200.00	156,766.00	159,901.00
Total, Books and Supplies		32,199.57	257,470.43	289,670.00	298,360.00	304,327.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	4,000.00	12,000.00	16,000.00	16,320.00	16,646.00
Dues and Memberships	5300	13,525.00	575.00	14,100.00	14,382.00	14,670.00
Insurance	5400	61,850.00	0.00	61,850.00	63,087.00	64,349.00
Operations and Housekeeping Services	5500	48,825.00	0.00	48,825.00	49,802.00	50,798.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	338,552.00	0.00	338,552.00	407,620.00	415,772.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	668,775.00	71,500.00	740,275.00	525,000.00	544,322.00
Communications	5900	15,500.00	0.00	15,500.00	15,810.00	16,126.00
Total, Services and Other Operating Expenditures		1,151,027.00	84,075.00	1,235,102.00	1,092,021.00	1,122,683.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	31,900.00	0.00	31,900.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		31,900.00	0.00	31,900.00	0.00	0.00
8. TOTAL EXPENDITURES		3,080,864.96	1,285,453.04	4,366,318.00	4,258,047.00	4,352,884.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard
 (continued) _____
 CDS #: 34674470132399
 Charter Approving Entity: San Juan Unified
 County: Sacramento
 Charter #: 1728
 Fiscal Year: 2025/26

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,014,093.50	(567,037.18)	447,056.32	76,573.00	130,843.00
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**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley Orchard
(continued) _____
CDS #: 34674470132399
Charter Approving Entity: San Juan Unified
County: Sacramento
Charter #: 1728
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	375,021.68	0.00	375,021.68	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(567,037.18)	567,037.18	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(192,015.50)	567,037.18	375,021.68	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		822,078.00	0.00	822,078.00	76,573.00	130,843.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	(233,137.55)	0.00	(233,137.55)	588,940.45	665,513.45
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		(233,137.55)	0.00	(233,137.55)	588,940.45	665,513.45
2. Ending Fund Balance, June 30 (E + F.1.c.)		588,940.45	0.00	588,940.45	665,513.45	796,356.45
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	218,316.00	0.00	218,316.00	212,902.00	217,644.00
Unassigned/Unappropriated Amount	9790	370,624.45	0.00	370,624.45	452,611.45	578,712.45

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Golden Valley River
(continued)
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	2,156,794.00	-	2,156,794.00	336,302.00	-	336,302.00	2,022,441.00	-	2,022,441.00
Education Protection Account State Aid - Current Year		8012	631,490.00	-	631,490.00	174,666.00	-	174,666.00	698,663.00	-	698,663.00
State Aid - Prior Years		8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes		8096	963,038.00	-	963,038.00	254,526.78	-	254,526.78	925,862.00	-	925,862.00
Other LCFF Transfers		8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFFSources			3,751,322.00	-	3,751,322.00	765,494.78	-	765,494.78	3,646,966.00	-	3,646,966.00
2. Federal Revenues											
No Child Left Behind/Every Student Succeeds Act		8290	-	45,149.00	45,149.00	-	-	-	-	42,604.00	42,604.00
Special Education - Federal		8181, 8182	-	-	-	-	-	-	-	-	-
Child Nutrition - Federal		8220	-	42,000.00	42,000.00	-	-	-	-	42,000.00	42,000.00
Donated Food Commodities		8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues		8110, 8260-8299	-	-	-	859,334.78	-	859,334.78	484,858.00	17,651.00	502,509.00
Total, Federal Revenues			-	87,149.00	87,149.00	859,334.78	-	859,334.78	484,858.00	102,255.00	587,113.00
3. Other State Revenues											
Special Education - State		StateRevSE	-	170,806.00	170,806.00	-	-	-	-	170,806.00	170,806.00
All Other State Revenues		StateRevAO	66,418.00	396,618.00	463,036.00	-	-	-	63,633.80	476,769.60	540,403.40
Total, Other State Revenues			66,418.00	567,424.00	633,842.00	-	-	-	63,633.80	647,575.60	711,209.40
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	30,214.00	-	30,214.00	22,566.23	-	22,566.23	25,977.00	-	25,977.00
Total, Local Revenues			30,214.00	-	30,214.00	22,566.23	-	22,566.23	25,977.00	-	25,977.00
5. TOTAL REVENUES			3,847,954.00	654,573.00	4,502,527.00	1,647,395.79	-	1,647,395.79	4,221,434.80	749,830.60	4,971,265.40
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	915,745.00	-	915,745.00	292,058.39	66,304.00	358,362.39	752,396.50	265,216.00	1,017,612.50
Certificated Pupil Support Salaries		1200	-	-	-	7,137.03	18,871.64	26,008.67	16,990.90	47,179.10	64,170.00
Certificated Supervisors' and Administrators' Salaries		1300	101,296.00	-	101,296.00	33,765.04	-	33,765.04	101,296.00	-	101,296.00
Other Certificated Salaries		1900	127,518.25	15,213.00	142,731.25	12,423.13	31,958.56	44,381.69	14,000.00	54,054.50	68,054.50
Total, Certificated Salaries			1,144,559.25	15,213.00	1,159,772.25	345,383.59	117,134.20	462,517.79	884,683.40	366,449.60	1,251,133.00
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	244,216.00	99,864.00	344,080.00	65,364.55	25,870.15	91,234.70	253,045.84	103,480.60	356,526.44
Non-certificated Support Salaries		2200	-	145,823.00	145,823.00	5,603.07	50,343.86	55,946.93	21,535.71	75,515.79	97,051.50
Non-certificated Supervisors' and Administrators' Sal.		2300	-	47,740.50	47,740.50	-	-	-	-	47,740.50	47,740.50
Clerical and Office Salaries		2400	165,445.00	-	165,445.00	30,039.70	-	30,039.70	219,135.40	-	219,135.40
Other Non-certificated Salaries		2900	11,080.00	14,350.00	25,430.00	1,710.72	7,306.49	9,017.21	3,421.44	28,056.96	31,478.40
Total, Non-certificated Salaries			420,741.00	307,777.50	728,518.50	102,718.04	83,520.50	186,238.54	497,138.39	254,793.85	751,932.24
3. Employee Benefits											
STRS		3101-3102	221,516.50	-	221,516.50	65,290.06	13,569.24	78,859.30	193,780.83	45,185.57	238,966.40
PERS		3201-3202	115,381.81	79,934.00	195,315.81	27,408.66	28,667.16	56,075.82	106,131.39	95,461.64	201,593.03
OASDI / Medicare / Alternative		3301-3302	44,348.36	28,200.00	72,548.36	15,316.85	10,995.26	26,312.11	39,050.03	36,614.22	75,664.24
Health and Welfare Benefits		3401-3402	125,108.00	65,872.00	190,980.00	76,481.11	35,155.97	111,637.08	120,668.06	70,311.94	190,980.00
Unemployment Insurance		3501-3502	11,594.00	3,615.00	15,209.00	2,168.04	1,135.41	3,303.45	12,684.00	3,887.00	16,571.00
Workers' Compensation Insurance		3601-3602	33,601.11	6,053.00	39,654.11	14,059.00	-	14,059.00	35,411.37	6,653.00	42,064.37
OPEB, Allocated		3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees		3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits		3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits			551,549.78	183,674.00	735,223.78	200,723.72	89,523.04	290,246.76	507,725.68	258,113.37	765,839.05
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	-	-	-	-	1,267.77	1,267.77	1,232.23	1,267.77	2,500.00
Books and Other Reference Materials		4200	-	-	-	-	-	-	2,500.00	-	2,500.00
Materials and Supplies		4300	36,420.00	30,000.00	66,420.00	4,614.54	44,373.59	48,988.13	18,458.16	52,961.84	71,420.00
Noncapitalized Equipment		4400	31,900.00	7,500.00	39,400.00	17,882.47	37,526.95	55,409.42	24,500.00	40,000.00	64,500.00
Food		4700	-	137,700.00	137,700.00	-	28,389.70	28,389.70	-	137,700.00	137,700.00
Total, Books and Supplies			68,320.00	175,200.00	243,520.00	22,497.01	111,558.01	134,055.02	46,690.39	231,929.61	278,620.00
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	-	-	-	-	-	-	-	-	-
Travel and Conferences		5200	16,000.00	-	16,000.00	4,024.66	3,034.58	7,059.24	10,486.00	5,514.00	16,000.00
Dues and Memberships		5300	8,825.00	-	8,825.00	13,620.00	574.00	14,194.00	13,626.00	574.00	14,200.00
Insurance		5400	61,850.00	-	61,850.00	36,177.50	-	36,177.50	61,850.00	-	61,850.00
Operations and Housekeeping Services		5500	72,000.00	-	72,000.00	3,029.83	-	3,029.83	72,000.00	-	72,000.00
Rentals, Leases, Repairs, and Noncap. Improvements		5600	353,367.00	-	353,367.00	117,188.00	-	117,188.00	353,367.00	-	353,367.00
Transfers of Direct Costs		5700-5799	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.		5800	528,990.39	200,000.00	728,990.39	284,119.16	10,386.50	294,505.66	665,712.00	10,390.00	676,102.00
Communications		5900	15,000.00	-	15,000.00	4,750.86	-	4,750.86	15,000.00	-	15,000.00
Total, Services and Other Operating Expenditures			1,056,032.39	200,000.00	1,256,032.39	462,910.01	13,995.08	476,905.09	1,192,041.00	16,478.00	1,208,519.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Golden Valley River
(continued)
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Lease Assets	6600	-	-	-	-	-	-	-	-	-
Subscription Assets	6700	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	-	-	-	-	-
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Amortization Expense-Subscription Assets	6920	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	375,021.68	-	375,021.68	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	375,021.68	-	375,021.68	-	-	-
8. TOTAL EXPENDITURES		3,241,202.42	881,864.50	4,123,066.92	1,509,254.05	415,730.83	1,924,984.88	3,128,278.86	1,127,764.43	4,256,043.29
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		606,751.58	(227,291.50)	379,460.08	138,141.74	(415,730.83)	(277,589.09)	1,093,155.94	(377,933.83)	715,222.11
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	31,900.00	-	31,900.00	31,900.00	-	31,900.00
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(227,291.50)	227,291.50	-	(415,730.83)	415,730.83	-	(377,933.83)	377,933.83	-
4. TOTAL OTHER FINANCING SOURCES / USES		(227,291.50)	227,291.50	-	(383,830.83)	415,730.83	31,900.00	(346,033.83)	377,933.83	31,900.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		379,460.08	-	379,460.08	(245,689.09)	-	(245,689.09)	747,122.11	0.00	747,122.11
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	787,795.69	-	787,795.69	787,795.69	-	787,795.69	787,795.69	-	787,795.69
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		787,795.69	-	787,795.69	787,795.69	-	787,795.69	787,795.69	-	787,795.69
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,167,255.77	-	1,167,255.77	542,106.60	-	542,106.60	1,534,917.80	0.00	1,534,917.80
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	206,153.00	-	206,153.00	-	-	-	212,803.00	-	212,803.00
Unassigned/Unappropriated Amount	9790	961,102.77	-	961,102.77	542,106.60	-	542,106.60	1,322,114.80	0.00	1,322,114.80

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley River
(continued)
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,156,794.00	336,302.00	2,022,441.00	(134,353.00)	-6.23%
Education Protection Account State Aid - Current Year	8012	631,490.00	174,666.00	698,663.00	67,173.00	10.64%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	963,038.00	254,526.78	925,862.00	(37,176.00)	-3.86%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		3,751,322.00	765,494.78	3,646,966.00	(104,356.00)	-2.78%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	45,149.00	-	42,604.00	(2,545.00)	-5.64%
Special Education - Federal	8181, 8182	-	-	-	-	-
Child Nutrition - Federal	8220	42,000.00	-	42,000.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	859,334.78	502,509.00	502,509.00	New
Total, Federal Revenues		87,149.00	859,334.78	587,113.00	499,964.00	573.69%
3. Other State Revenues						
Special Education - State	StateRevSE	170,806.00	-	170,806.00	-	0.00%
All Other State Revenues	StateRevAO	463,036.00	-	540,403.40	77,367.40	16.71%
Total, Other State Revenues		633,842.00	-	711,209.40	77,367.40	12.21%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	30,214.00	22,566.23	25,977.00	(4,237.00)	-14.02%
Total, Local Revenues		30,214.00	22,566.23	25,977.00	(4,237.00)	-14.02%
5. TOTAL REVENUES		4,502,527.00	1,647,395.79	4,971,265.40	468,738.40	10.41%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	915,745.00	358,362.39	1,017,612.50	101,867.50	11.12%
Certificated Pupil Support Salaries	1200	-	26,008.67	64,170.00	64,170.00	New
Certificated Supervisors' and Administrators' Salaries	1300	101,296.00	33,765.04	101,296.00	-	0.00%
Other Certificated Salaries	1900	142,731.25	44,381.69	68,054.50	(74,676.75)	-52.32%
Total, Certificated Salaries		1,159,772.25	462,517.79	1,251,133.00	91,360.75	7.88%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	344,080.00	91,234.70	356,526.44	12,446.44	3.62%
Non-certificated Support Salaries	2200	145,823.00	55,946.93	97,051.50	(48,771.50)	-33.45%
Non-certificated Supervisors' and Administrators' Sal.	2300	47,740.50	-	47,740.50	-	0.00%
Clerical and Office Salaries	2400	165,445.00	30,039.70	219,135.40	53,690.40	32.45%
Other Non-certificated Salaries	2900	25,430.00	9,017.21	31,478.40	6,048.40	23.78%
Total, Non-certificated Salaries		728,518.50	186,238.54	751,932.24	23,413.74	3.21%
3. Employee Benefits						
STRS	3101-3102	221,516.50	78,859.30	238,966.40	17,449.90	7.88%
PERS	3201-3202	195,315.81	56,075.82	201,593.03	6,277.22	3.21%
OASDI / Medicare / Alternative	3301-3302	72,548.36	26,312.11	75,664.24	3,115.88	4.29%
Health and Welfare Benefits	3401-3402	190,980.00	111,637.08	190,980.00	-	0.00%
Unemployment Insurance	3501-3502	15,209.00	3,303.45	16,571.00	1,362.00	8.96%
Workers' Compensation Insurance	3601-3602	39,654.11	14,059.00	42,064.37	2,410.26	6.08%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		735,223.78	290,246.76	765,839.05	30,615.27	4.16%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley River
(continued)
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	1,267.77	2,500.00	2,500.00	New
Books and Other Reference Materials	4200	-	-	2,500.00	2,500.00	New
Materials and Supplies	4300	66,420.00	48,988.13	71,420.00	5,000.00	7.53%
Noncapitalized Equipment	4400	39,400.00	55,409.42	64,500.00	25,100.00	63.71%
Food	4700	137,700.00	28,389.70	137,700.00	-	0.00%
Total, Books and Supplies		243,520.00	134,055.02	278,620.00	35,100.00	14.41%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	16,000.00	7,059.24	16,000.00	-	0.00%
Dues and Memberships	5300	8,825.00	14,194.00	14,200.00	5,375.00	60.91%
Insurance	5400	61,850.00	36,177.50	61,850.00	-	0.00%
Operations and Housekeeping Services	5500	72,000.00	3,029.83	72,000.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	353,367.00	117,188.00	353,367.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	728,990.39	294,505.66	676,102.00	(52,888.39)	-7.26%
Communications	5900	15,000.00	4,750.86	15,000.00	-	0.00%
Total, Services and Other Operating Expenditures		1,256,032.39	476,905.09	1,208,519.00	(47,513.39)	-3.78%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Lease Assets	6600	-	-	-	-	
Subscription Assets	6700	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Amortization Expense-Lease Assets	6910	-	-	-	-	
Amortization Expense-Subscription Assets	6920	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	375,021.68	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	375,021.68	-	-	
8. TOTAL EXPENDITURES		4,123,066.92	1,924,984.88	4,256,043.29	132,976.37	3.23%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		379,460.08	(277,589.09)	715,222.11	335,762.03	88.48%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Golden Valley River
(continued)
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	31,900.00	31,900.00	31,900.00	New
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)						
	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	31,900.00	31,900.00	31,900.00	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		379,460.08	(245,689.09)	747,122.11	367,662.03	96.89%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	787,795.69	787,795.69	787,795.69	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		787,795.69	787,795.69	787,795.69		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,167,255.77	542,106.60	1,534,917.80		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	206,153.00	-	212,803.00	6,650.00	3.23%
Unassigned/Unappropriated Amount	9790	961,102.77	542,106.60	1,322,114.80	361,012.03	37.56%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley River
(continued) _____
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,022,441.00	0.00	2,022,441.00	2,761,189.00	2,893,135.00
Education Protection Account State Aid - Current Year	8012	698,663.00	0.00	698,663.00	60,160.00	60,160.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	925,862.00	0.00	925,862.00	925,862.00	925,862.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		3,646,966.00	0.00	3,646,966.00	3,747,211.00	3,879,157.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	42,604.00	42,604.00	43,589.00	44,737.00
Special Education - Federal	8181, 8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220	0.00	42,000.00	42,000.00	42,000.00	42,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	484,858.00	17,651.00	502,509.00	0.00	0.00
Total, Federal Revenues		484,858.00	102,255.00	587,113.00	85,589.00	86,737.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	170,806.00	170,806.00	170,806.00	170,806.00
All Other State Revenues	StateRevAO	63,633.80	476,769.60	540,403.40	353,188.00	353,188.00
Total, Other State Revenues		63,633.80	647,575.60	711,209.40	523,994.00	523,994.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	25,977.00	0.00	25,977.00	16,275.00	16,275.00
Total, Local Revenues		25,977.00	0.00	25,977.00	16,275.00	16,275.00
5. TOTAL REVENUES		4,221,434.80	749,830.60	4,971,265.40	4,373,069.00	4,506,163.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	752,396.50	265,216.00	1,017,612.50	1,037,924.75	1,058,237.00
Certificated Pupil Support Salaries	1200	16,990.90	47,179.10	64,170.00	64,170.00	64,170.00
Certificated Supervisors' and Administrators' Salaries	1300	101,296.00	0.00	101,296.00	103,321.92	105,347.84
Other Certificated Salaries	1900	14,000.00	54,054.50	68,054.50	69,415.59	70,776.68
Total, Certificated Salaries		884,683.40	366,449.60	1,251,133.00	1,274,832.26	1,298,531.52
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	253,045.84	103,480.60	356,526.44	363,656.97	370,787.50
Non-certificated Support Salaries	2200	21,535.71	75,515.79	97,051.50	98,992.53	100,933.56
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	47,740.50	47,740.50	48,695.31	49,650.12
Clerical and Office Salaries	2400	219,135.40	0.00	219,135.40	223,478.11	227,820.82
Other Non-certificated Salaries	2900	3,421.44	28,056.96	31,478.40	32,107.97	32,737.54
Total, Non-certificated Salaries		497,138.39	254,793.85	751,932.24	766,930.88	781,929.53

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley River
(continued) _____
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	193,780.83	45,185.57	238,966.40	243,492.96	248,019.52
PERS	3201-3202	106,131.39	95,461.64	201,593.03	205,614.17	209,635.31
OASDI / Medicare / Alternative	3301-3302	39,050.03	36,614.22	75,664.24	77,155.28	78,646.32
Health and Welfare Benefits	3401-3402	120,668.06	70,311.94	190,980.00	196,709.40	202,610.68
Unemployment Insurance	3501-3502	12,684.00	3,887.00	16,571.00	17,068.13	17,580.17
Workers' Compensation Insurance	3601-3602	35,411.37	6,653.00	42,064.37	42,877.03	43,689.68
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		507,725.68	258,113.37	765,839.05	782,916.97	800,181.68
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,232.23	1,267.77	2,500.00	2,575.00	2,652.25
Books and Other Reference Materials	4200	2,500.00	0.00	2,500.00	2,575.00	2,652.25
Materials and Supplies	4300	18,458.16	52,961.84	71,420.00	73,562.60	75,769.48
Noncapitalized Equipment	4400	24,500.00	40,000.00	64,500.00	62,135.00	63,999.05
Food	4700	0.00	137,700.00	137,700.00	141,831.00	146,085.93
Total, Books and Supplies		46,690.39	231,929.61	278,620.00	282,678.60	291,158.96
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	10,486.00	5,514.00	16,000.00	16,480.00	16,974.40
Dues and Memberships	5300	13,626.00	574.00	14,200.00	14,626.00	15,065.00
Insurance	5400	61,850.00	0.00	61,850.00	63,705.50	65,616.67
Operations and Housekeeping Services	5500	72,000.00	0.00	72,000.00	74,160.00	76,384.80
Rentals, Leases, Repairs, and Noncap. Improvements	5600	353,367.00	0.00	353,367.00	373,611.35	384,819.69
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	665,712.00	10,390.00	676,102.00	596,751.45	603,720.61
Communications	5900	15,000.00	0.00	15,000.00	15,450.00	15,913.50
Total, Services and Other Operating Expenditures		1,192,041.00	16,478.00	1,208,519.00	1,154,784.30	1,178,494.67
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,128,278.86	1,127,764.43	4,256,043.29	4,262,143.01	4,350,296.36

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley River
 (continued) _____
 CDS #: 34674470114983
 Charter Approving Entity: San Juan Unified School District
 County: Sacramento
 Charter #: 0946
 Fiscal Year: 2025/26

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,093,155.94	(377,933.83)	715,222.11	110,925.99	155,866.64
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**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Golden Valley River
(continued) _____
CDS #: 34674470114983
Charter Approving Entity: San Juan Unified School District
County: Sacramento
Charter #: 0946
Fiscal Year: 2025/26

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	31,900.00	0.00	31,900.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(377,933.83)	377,933.83	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(346,033.83)	377,933.83	31,900.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		747,122.11	0.00	747,122.11	110,925.99	155,866.64
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	787,795.69	0.00	787,795.69	1,534,917.80	1,645,843.78
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		787,795.69	0.00	787,795.69	1,534,917.80	1,645,843.78
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,534,917.80	0.00	1,534,917.80	1,645,843.78	1,801,710.43
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	212,803.00	0.00	212,803.00	213,108.00	217,515.00
Unassigned/Unappropriated Amount	9790	1,322,114.80	0.00	1,322,114.80	1,432,735.78	1,584,195.43



Golden Valley Charter Schools for Education Renewal

Charters #0946, #1728

Financial Statements
June 30, 2025

DRAFT



Golden Valley Charter Schools for Education Renewal

Financial Statements
Year Ended June 30, 2025

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

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Golden Valley Charter Schools for Education Renewal (a nonprofit organization), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Golden Valley Charter Schools for Education Renewal as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Supplementary Information

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

The accompanying financial statements by school and additional accompanying supplementary information, as identified in the Table of Contents and as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, is presented for purposes of additional analysis and is not a required part of the financial statements.

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

Other Information

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

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2025 on our consideration of Golden Valley Charter Schools for Education Renewal' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Golden Valley Charter Schools for Education Renewal' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Golden Valley Charter Schools for Education Renewal' internal control over financial reporting and compliance.

El Cajon, California
December 15, 2025

Financial Statements

Golden Valley Charter Schools for Education Renewal
Statement of Financial Position
June 30, 2025

Assets

Cash and cash equivalents	\$ 962,082
Accounts receivable	757,271
Prepaid expenses	18,782
Property and equipment, net	<u>11,252</u>
Total Assets	<u><u>\$ 1,749,387</u></u>

Liabilities and Net Assets

Liabilities

Accounts payable - vendors	\$ 581,449
Accounts payable - grantor governments	116,773
Accrued payroll liabilities	251,259
Unearned revenue	222,263
Accrued vacation liability	<u>93,633</u>
Total Liabilities	<u>1,265,377</u>

Net Assets

Without donor restrictions	
Undesignated	472,758
Invested in property and equipment, net of related debt	<u>11,252</u>
Total Net Assets	<u>484,010</u>
Total Liabilities and Net Assets	<u><u>\$ 1,749,387</u></u>

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Activities Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	\$ 3,999,123	\$ -	\$ 3,999,123
Education protection account state aid	1,026,744	-	1,026,744
Transfers in lieu of property taxes	1,685,215	-	1,685,215
Total LCFF sources	<u>6,711,082</u>	<u>-</u>	<u>6,711,082</u>
Federal contracts and grants	-	153,494	153,494
State contracts and grants	558,365	1,187,090	1,745,455
Local contracts and grants	205,851	-	205,851
Donations	306,262	-	306,262
Interest income	523	-	523
Net assets released from restriction -	-	-	
Grant restrictions satisfied	<u>1,340,584</u>	<u>(1,340,584)</u>	<u>-</u>
Total revenue, support, and gains	<u>9,122,667</u>	<u>-</u>	<u>9,122,667</u>
Expenses and Losses			
Program services expense	7,122,297	-	7,122,297
Supporting services expense	<u>2,284,882</u>	<u>-</u>	<u>2,284,882</u>
Total expenses and losses	<u>9,407,179</u>	<u>-</u>	<u>9,407,179</u>
Change in Net Assets	(284,512)	-	(284,512)
Net Assets, Beginning of Year	<u>768,522</u>	<u>-</u>	<u>768,522</u>
Net Assets, End of Year	<u>\$ 484,010</u>	<u>\$ -</u>	<u>\$ 484,010</u>

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal
Statement of Functional Expenses
Year Ended June 30, 2025

	<u>Program Services</u>	<u>Supporting Services</u>	
	<u>Educational Programs</u>	<u>Management and General</u>	<u>Total</u>
Salaries and wages	\$ 3,262,818	\$ 1,149,820	\$ 4,412,638
Pension expense	1,022,341	310,417	1,332,758
Other employee benefits	315,726	65,490	381,216
Payroll taxes	130,135	69,610	199,745
Fees for services:			
Management	-	268,112	268,112
Legal	-	87,163	87,163
Audit	-	35,006	35,006
Professional consulting	801,158	-	801,158
District oversight	-	68,371	68,371
Banking and service charges	-	40,561	40,561
Information technology	21,531	-	21,531
Occupancy	794,964	38,660	833,624
Conferences, conventions, and meetings	80,840	73	80,913
Depreciation	3,155	-	3,155
Insurance	-	111,643	111,643
Other expenses:			
Books and supplies	565,341	555	565,896
Equipment rental and repair	17,757	869	18,626
Student events	106,531	-	106,531
Dues and memberships	-	17,284	17,284
Miscellaneous	-	21,248	21,248
Total expenses by function	<u>\$ 7,122,297</u>	<u>\$ 2,284,882</u>	<u>\$ 9,407,179</u>

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Statement of Cash Flows Year Ended June 30, 2025

Cash Flows from Operating Activities

Receipts from federal, state, and local contracts and grants	\$ 7,524,156
Receipts from property taxes	1,685,215
Receipts from interest	523
Other cash receipts	306,262
Payments for salaries, benefits and payroll taxes	(6,423,404)
Payments to vendors	(2,593,048)

Net Cash Provided By Operating Activities 499,704

Cash Flows from Investing Activities

Purchases of property and equipment	(12,684)
-------------------------------------	----------

Net Cash From Investing Activities (12,684)

Net Change in Cash and Cash Equivalents 487,020

Cash and Cash Equivalents, Beginning of Year 475,062

Cash and Cash Equivalents, End of Year \$ 962,082

Reconciliation of Change in Net Assets to Net Cash

Used For Operating Activities

Change in net assets \$ (284,512)

Adjustments to reconcile change in net assets to net cash:

Depreciation and amortization 3,155

Changes in operating assets and liabilities

(Increase) Decrease in assets

Accounts receivable 917,107

Prepaid expenses 105,856

Increase (Decrease) in liabilities

Accounts payable - vendors 378,763

Accounts payable - grantor governments (347,748)

Accrued payroll liabilities 3,589

Unearned revenue (175,870)

Net Cash Provided By Operating Activities \$ 499,704

The accompanying notes are an integral part of this statement.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements

Year Ended June 30, 2025

A. Principal Activity and Summary of Significant Accounting Policies

Organization

Charter Schools

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

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

Home Office

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

Basis of Accounting

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

Cash and Cash Equivalents

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

Accounts Receivable

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

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

Property and Equipment

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

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2025.

Investments

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

Prepaid Expenses

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

Leases

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

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

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

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

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

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

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

Compensated Absences

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

Functional Allocation of Expenses

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

Net Assets

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

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

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

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the Organization's program services, administering, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2025.

Estimates

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

Revenue and Revenue Recognition

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

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

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

LCFF Revenues and Payments in Lieu of Property Taxes

The Organization's primary funding source is a combination of local property taxes and state revenues. The California Department of Education computes the Local Control Funding Formula (LCFF) on statewide charter school rates multiplied by the schools' average daily attendance (ADA) as reported at the second principal apportionment period (P2). The result is then reduced by property tax revenues transferred from the District to the school, which is funding in lieu of property taxes, and education protection account funds paid by the state under Proposition 30. The remaining balance is paid from the state general fund, in the form of LCFF State Aid. LCFF funding sources, inclusive of state and local sources, made up 73.56% of the Organization's revenue.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

The LCFF includes the following components applicable to the Organization:

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

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

Income Taxes

The Organization is a 509(a)(1) publicly supported non-profit Organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The Organization is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The Organization may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2025, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The Organization follows provisions of uncertain tax positions as addressed in ASC 958. The Organization recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2025.

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

Advertising

Advertising costs are expensed as incurred and approximated \$0 during the year ended June 30, 2025.

Financial Instruments and Credit Risk

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

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

New Accounting Guidance

The Financial Accounting Standards Board (FASB) issues accounting standards updates and additional guidance for not-for-profit and for-profit agencies to establish consistent accounting across all organizations in the United States. The following table represents items that have been issued by FASB that became effective in the 2024-25 fiscal year:

Description	Date Issued
FASB Accounting Standards Update 2018-12 - <i>Financial Services Insurance (Topic 944)</i>	Aug-18
FASB Accounting Standards Update 2019-09 - <i>Financial Services, Insurance (Topic 944)</i>	Nov-19
FASB Accounting Standards Update 2020-06 - <i>Debt (Topic 470-20)</i>	Aug-20
FASB Accounting Standards Update 2020-06 - <i>Derivatives and Hedging (Topic 815-40)</i>	Aug-20
FASB Accounting Standards Update 2021-08 - <i>Business Combinations (Topic 805)</i>	Oct-21
FASB Accounting Standards Update 2022-01 - <i>Derivatives and Hedging (Topic 815): Fair Value Hedging - Portfolio Layer Method</i>	Mar-22
FASB Accounting Standards Update 2023-01 - <i>Leases (Topic 842): Common Control Arrangements</i>	Mar-23
FASB Accounting Standards Update 2023-05 - <i>Business Combinations - Joint Venture Formations (Subtopic 805-60)</i>	Aug-23
FASB Accounting Standards Update 2023-07 - <i>Segment Reporting (Topic 280)</i>	Nov-23

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

Subsequent Events

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through December 15, 2025, the date the financial statements were available to be issued.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

B. Liquidity and Availability

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

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Cash and cash equivalents	\$ 784,658	\$ 90	\$ 177,334	\$ 962,082
Accounts receivable	259,248	484,859	13,164	757,271
Total	<u>\$ 1,043,906</u>	<u>\$ 484,949</u>	<u>\$ 190,498</u>	<u>\$ 1,719,353</u>

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

C. Cash and Investments

The Organization's cash and investments on June 30, 2025, consisted of the following:

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Cash in bank accounts	\$ 784,658	\$ 90	\$ 177,334	\$ 962,082
Total cash and cash equivalents	<u>\$ 784,658</u>	<u>\$ 90</u>	<u>\$ 177,334</u>	<u>\$ 962,082</u>

Cash in Bank

The Organization's cash in bank (\$962,082 as of June 30, 2025) is held in financial institutions which are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000 per depositor. As of June 30, 2025, the Organization held \$714,893 in excess of the FDIC insured amounts. The Organization reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The Organization has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

D. Accounts Receivable

As of June 30, 2025, the Organization's accounts receivable consisted of the following:

	Golden Valley River	Golden Valley Orchard	Home Office	Total
Federal Government				
Title IV	\$ 2,500	\$ 2,500	\$ -	\$ 5,000
ESSER	-	3,958	-	3,958
Other Federal Programs	2,933	10,626	-	13,559
State Government				
Education Protection Account	1,838	-	-	1,838
State Aid	155,491	336,968	-	492,459
Lottery Funding	41,299	44,321	-	85,620
Child Nutrition	22,003	28,136	-	50,139
Expanded Learning Opportunities	-	9,799	-	9,799
Special Education	12,301	12,355	-	24,656
Other State Programs	6,621	24,579	-	31,200
Local Government				
Property Tax Payments	9,014	8,878	-	17,892
Other Local Sources				
Other Local Sources	5,248	2,739	13,164	21,151
Total Accounts Receivable	<u>\$ 259,248</u>	<u>\$ 484,859</u>	<u>\$ 13,164</u>	<u>\$ 757,271</u>

E. Prepaid Expenses

As of June 30, 2025, the Organization's prepaid expenses consisted of the following:

	Golden Valley River	Golden Valley Orchard	Total
Software	\$ 7,617	\$ 7,617	7,617
Prepaid vendors	1,774	1,774	3,548
Total Prepaid Expenses	<u>\$ 9,391</u>	<u>\$ 9,391</u>	<u>\$ 18,782</u>

F. Property and Equipment

Property and equipment for Golden Valley River consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	\$ 14,324	\$ 6,218	\$ -	\$ 20,542
Total Depreciable Capital Assets	<u>14,324</u>	<u>6,218</u>	<u>-</u>	<u>20,542</u>
Total Capital Assets	<u>14,324</u>	<u>6,218</u>	<u>-</u>	<u>20,542</u>
Less Accumulated Depreciation	<u>(14,085)</u>	<u>(1,482)</u>		<u>(15,567)</u>
Capital Assets, Net	<u>\$ 239</u>	<u>\$ 4,736</u>	<u>\$ -</u>	<u>\$ 4,975</u>

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

Property and equipment for Golden Valley Orchard consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	\$ 7,619	\$ 6,466	\$ -	\$ 14,085
Total Depreciable Capital Assets	7,619	6,466	-	14,085
Total Capital Assets	7,619	6,466	-	14,085
Less Accumulated Depreciation	(6,135)	(1,673)		(7,808)
Capital Assets, Net	\$ 1,484	\$ 4,793	\$ -	\$ 6,277

Consolidated property and equipment consisted of the following at June 30, 2025:

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Equipment, Furniture, and Fixtures	\$ 21,943	\$ 12,684	\$ -	34,627
Total Depreciable Capital Assets	21,943	12,684	-	34,627
Total Capital Assets	21,943	12,684	-	34,627
Less Accumulated Depreciation	(20,220)	(3,155)	-	(23,375)
Capital Assets, Net	\$ 1,723	\$ 9,529	\$ -	\$ 11,252

G. Unearned Revenue

As of June 30, 2025, the Organization's unearned revenue consisted of the following:

	Golden Valley River	Golden Valley Orchard
Federal Revenue:		
Title I	\$ 17,651	\$ 11,176
State Programs:		
Prop 28 Arts and Music	74,181	70,135
Literacy Screenings	2,118	2,286
Learning Recovery Emergency	7,455	37,261
Total	\$ 101,405	\$ 120,858

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2025:

	Golden Valley River	Golden Valley Orchard
Unearned Revenue, beginning of period	\$ 185,968	\$ 212,165
Increases in unearned revenue due to cash received during the period	373,971	122,425
Decreases in unearned revenue due to performance obligations met during the period	(458,534)	(213,732)
Unearned Revenue, end of period	<u>\$ 101,405</u>	<u>\$ 120,858</u>

H. Employee Retirement System

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

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

The Organization's participation in these plans for the fiscal year ended June 30, 2025, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2025, 2024 and 2023 is for the plan's year-end at June 30, 2025, 2024 and 2023, respectively. The zone status is based on information that the Organization received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Golden Valley Charter Schools for Education Renewal increased in CalSTRS contributions from 2023 to 2024 by 29.37% followed by an increase in 2025 of 1.04%. Golden Valley Charter Schools for Education Renewal increased in CalPERS contributions from 2023 to 2024 by 25.59% followed by an increase in 2025 of 4.74%. The increase in both STRS and PERS is largely due to an increase in participants combined with an increase in salaries and contribution rates.

Golden Valley Charter Schools for Education Renewal

Notes to the Financial Statements, Continued

Year Ended June 30, 2025

Pension Fund	EIN/ Pension Plan Number	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/ Implemented
		2025	2024	2023	
CalSTRS	34098	Green	Green	Green	No
CalPERS	5621014982	Green	Yellow	Yellow	No

Pension Fund	Contributions			Number of Employees	Surcharge Imposed
	2025	2024	2023		
CalSTRS	\$ 818,019	\$ 809,599	\$ 625,783	41	No
CalPERS	514,740	491,442	391,312	58	No
Total	<u>\$ 1,332,759</u>	<u>\$ 1,301,041</u>	<u>\$ 1,017,095</u>	<u>99</u>	

CalSTRS:

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

For the fiscal year ended June 30, 2025, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 19.10% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The Organization made contributions as noted above. For the year ended June 30, 2025, the State contributed \$419,314 (10.828% of certificated salaries plus an additional supplemental amount) on behalf of the Organization.

CalPERS:

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

Active plan members are required to contribute between 7% and 8% of their salary, depending on their membership date. The employer is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2024-25 was 27.05% of classified salaries. The Organization made contributions as noted above.

Golden Valley Charter Schools for Education Renewal
Notes to the Financial Statements, Continued
Year Ended June 30, 2025

I. Upcoming Changes in Accounting Pronouncements

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

Description	Date Issued	Fiscal Year Effective
FASB Accounting Standards Update 2020-10 - <i>Codification Improvements</i>	Nov-20	2025-26
FASB Accounting Standards Update 2022-03 - <i>Fair Value Measurement (Topic 820): Fair Value Measurement of Equity Securities Subject to Contractual Sale Restrictions</i>	Jun-22	2025-26
FASB Accounting Standards Update 2022-05 - <i>Financial Services - Insurance (Topic 944): Transition for Sold Contracts</i>	Dec-22	2025-26
FASB Accounting Standards Update 2023-02 - <i>Investments (Topic 323): Accounting for Investments in Tax Credit Structures</i>	Mar-23	2025-26
FASB Accounting Standards Update 2023-08 - <i>Intangibles - Goodwill and Other - Crypto Assets (Subtopic 350-60)</i>	Dec-23	2025-26
FASB Accounting Standards Update 2023-09 - <i>Income Taxes (Topic 740)</i>	Dec-23	2026-27
FASB Accounting Standards Update 2024-01 - <i>Compensation - Stock Compensation (Topic 718)</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-02 - <i>Codification Improvements - Amendments to Remove References to the Concepts Statements</i>	Mar-24	2026-27
FASB Accounting Standards Update 2024-03 - <i>Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures</i>	Nov-24	2027-28
FASB Accounting Standards Update 2024-04 - <i>Debt with Conversion and Other Options</i>	Nov-24	2026-27
FASB Accounting Standards Update 2025-01 - <i>Income Statement - Reporting Comprehensive Income-Expense Disaggregation Disclosures</i>	Jan-25	2027-28
FASB Accounting Standards Update 2025-02 - <i>Liabilities Amendments to SEC Paragraphs Pursuant to SEC Staff Accounting Bulletin No. 122</i>	Mar-25	2025-26
FASB Accounting Standards Update 2025-03 - <i>Business Combinations and Consolidation</i>	May-25	2027-28
FASB Accounting Standards Update 2025-04 - <i>Stock Compensation and Revenue from Contracts with Customers</i>	May-25	2027-28
FASB Accounting Standards Update 2025-05 - <i>Measurement of Credit Losses for Accounts Receivable and Contract Assets</i>	Jul-25	2026-27
FASB Accounting Standards Update 2025-06 - <i>Intangibles - Goodwill and Other Internal Use Software</i>	Sep-25	2028-29

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

Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Financial Position
June 30, 2025

	Golden Valley River	Golden Valley Orchard	Home Office	Elimination	Total
Assets					
Cash and cash equivalents	\$ 784,658	\$ 90	\$ 177,334	\$ -	\$ 962,082
Accounts receivable	259,248	484,859	13,164	-	757,271
Accounts receivable - related entities	275,148	-	84,534	(359,682)	-
Prepaid expenses	9,391	9,391	-	-	18,782
Property and equipment, net	4,975	6,277	-	-	11,252
Total Assets	<u>\$ 1,333,420</u>	<u>\$ 500,617</u>	<u>\$ 275,032</u>	<u>\$ (359,682)</u>	<u>\$ 1,749,387</u>
Liabilities and Net Assets					
Liabilities					
Accounts payable - vendors	\$ 279,654	\$ 231,950	\$ 69,845	\$ -	\$ 581,449
Accounts payable - related entities	41,261	308,180	10,241	(359,682)	-
Accounts payable - grantor governments	81,364	34,409	1,000	-	116,773
Accrued payroll liabilities	423	-	250,836	-	251,259
Unearned revenue	101,405	120,858	-	-	222,263
Accrued vacation liability	41,516	38,359	13,758	-	93,633
Total Liabilities	<u>545,623</u>	<u>733,756</u>	<u>345,680</u>	<u>(359,682)</u>	<u>1,265,377</u>
Net Assets					
Without donor restrictions					
Undesignated	782,822	(239,416)	(70,648)	-	472,758
Invested in property and equipment, net of related debt	4,975	6,277	-	-	11,252
Total Net Assets	<u>787,797</u>	<u>(233,139)</u>	<u>(70,648)</u>	<u>-</u>	<u>484,010</u>
Total Liabilities and Net Assets	<u>\$ 1,333,420</u>	<u>\$ 500,617</u>	<u>\$ 275,032</u>	<u>\$ (359,682)</u>	<u>\$ 1,749,387</u>

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Activities
Year Ended June 30, 2025

	Golden Valley River		Golden Valley Orchard		Home Office	Elimination	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	Without Donor Restrictions	Total
Revenue, Support, and Gains							
Local Control Funding Formula (LCFF) sources							
State aid	\$ 1,697,238	\$ -	\$ 2,301,885	\$ -	\$ -	\$ -	\$ 3,999,123
Education protection account state aid	972,276	-	54,468	-	-	-	1,026,744
Transfers in lieu of property taxes	854,744	-	830,471	-	-	-	1,685,215
Total LCFF sources	3,524,258	-	3,186,824	-	-	-	6,711,082
Federal contracts and grants	-	72,165	-	81,329	-	-	153,494
State contracts and grants	274,848	567,336	283,517	619,754	-	-	1,745,455
Local contracts and grants	20,012	-	44,728	-	141,111	-	205,851
Donations, grants, and fundraising	16,906	-	15,840	-	273,516	-	306,262
Admin fees	-	-	-	-	656,008	(656,008)	-
Interest income	132	-	-	-	391	-	523
Net assets released from restriction -							
Grant restrictions satisfied	639,501	(639,501)	701,083	(701,083)	-	-	-
Total revenue, support, and gains	4,475,657	-	4,231,992	-	1,071,026	(656,008)	9,122,667
Expenses and Losses							
Program services expense	3,529,472	-	3,589,384	-	3,441	-	7,122,297
Supporting services expense	911,944	-	951,121	-	1,077,825	(656,008)	2,284,882
Total expenses and losses	4,441,416	-	4,540,505	-	1,081,266	(656,008)	9,407,179
Change in Net Assets	34,241	-	(308,513)	-	(10,240)	-	(284,512)
Net Assets, Beginning of Year	753,556	-	75,374	-	(60,408)	-	768,522
Net Assets, End of Year	\$ 787,797	\$ -	\$ (233,139)	\$ -	\$ (70,648)	\$ -	\$ 484,010

See Accompanying Notes to Supplementary Information

Golden Valley Charter Schools for Education Renewal
Combining Statement of Functional Expenses
Year Ended June 30, 2025

	Golden Valley River		Golden Valley Orchard		Home Office			
	Program Services	Supporting Services	Program Services	Supporting Services	Program Services	Supporting Services		
	Educational Programs	Management and General	Educational Programs	Management and General	Educational Programs	Management and General	Elimination	Total
Salaries and wages	\$ 1,645,559	\$ 217,222	\$ 1,615,202	\$ 249,434	\$ 2,057	\$ 683,164	\$ -	\$ 4,412,638
Pension expense	498,908	65,859	522,940	80,757	493	163,801	-	1,332,758
Other employee benefits	168,731	22,273	146,933	22,691	62	20,526	-	381,216
Payroll taxes	66,698	8,804	63,283	9,773	154	51,033	-	199,745
Fees for services:								
Management	-	449,231	-	435,236	-	39,653	(656,008)	268,112
Legal	-	10,163	-	37,062	-	39,938	-	87,163
Audit	-	17,503	-	17,503	-	-	-	35,006
Professional consulting	371,929	-	429,229	-	-	-	-	801,158
District oversight	-	33,012	-	35,359	-	-	-	68,371
Banking and service charges	-	428	-	628	-	39,505	-	40,561
Information technology	10,180	-	11,351	-	-	-	-	21,531
Occupancy	416,223	-	378,741	-	-	38,660	-	833,624
Conferences, conventions, and meetings	37,300	-	43,540	-	-	73	-	80,913
Depreciation	1,482	-	1,673	-	-	-	-	3,155
Insurance	-	60,464	-	51,179	-	-	-	111,643
Other expenses:								
Books and supplies	261,240	-	304,101	-	-	555	-	565,896
Equipment rental and repair	8,224	-	9,533	-	-	869	-	18,626
Student events	42,998	-	62,858	-	675	-	-	106,531
Dues and memberships	-	8,813	-	8,471	-	-	-	17,284
Miscellaneous	-	18,172	-	3,028	-	48	-	21,248
Total expenses by function	<u>\$ 3,529,472</u>	<u>\$ 911,944</u>	<u>\$ 3,589,384</u>	<u>\$ 951,121</u>	<u>\$ 3,441</u>	<u>\$ 1,077,825</u>	<u>\$ (656,008)</u>	<u>\$ 9,407,179</u>

See Accompanying Notes to Supplementary Information

Additional Supplementary Information

Golden Valley Charter Schools for Education Renewal
Schedule of Average Daily Attendance
Year Ended June 30, 2025

Golden Valley River

	Second Period Report		Annual Report	
	Original B4B168	Revised N/A	Original 1E0561EB	Revised N/A
Classroom Based Attendance				
Grades TK/K-3	121.82	N/A	122.26	N/A
Grades 4-6	83.06	N/A	82.54	N/A
Grades 7-8	40.89	N/A	40.91	N/A
Total Classroom Based Attendance	245.77	N/A	245.71	N/A
Non-Classroom Based Attendance				
Grades TK/K-3	32.26	N/A	32.51	N/A
Grades 4-6	2.27	N/A	2.21	N/A
Total Non-Classroom Based Attendance	34.53	N/A	34.72	N/A
Total ADA	280.30	N/A	280.43	N/A

Golden Valley Orchard

	Second Period Report		Annual Report	
	Original 2A708264	Revised N/A	Original 1B1B5E11	Revised N/A
Classroom Based Attendance				
Grades TK/K-3	153.44	N/A	153.68	N/A
Grades 4-6	80.69	N/A	81.12	N/A
Grades 7-8	38.21	N/A	38.30	N/A
Total Classroom Based Attendance	272.34	N/A	273.10	N/A
Total ADA	272.34	N/A	273.10	N/A

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

Golden Valley Charter Schools for Education Renewal
Schedule of Instructional Time
Year Ended June 30, 2025

Golden Valley River

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes*	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days*	Total Instructional Days	Status
Transitional Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
1st Grade	50,400	50,580	0	50,580	175	0	175	Complied
2nd Grade	50,400	50,580	0	50,580	175	0	175	Complied
3rd Grade	50,400	54,540	0	54,540	175	0	175	Complied
4th Grade	54,000	54,540	0	54,540	175	0	175	Complied
5th Grade	54,000	54,540	0	54,540	175	0	175	Complied
6th Grade	54,000	54,540	0	54,540	175	0	175	Complied
7th Grade	54,000	54,540	0	54,540	175	0	175	Complied
8th Grade	54,000	54,540	0	54,540	175	0	175	Complied

Golden Valley Orchard

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes*	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days*	Total Instructional Days	Status
Transitional Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
Kindergarten	36,000	36,750	0	36,750	175	0	175	Complied
1st Grade	50,400	50,580	0	50,580	175	0	175	Complied
2nd Grade	50,400	50,580	0	50,580	175	0	175	Complied
3rd Grade	50,400	54,540	0	54,540	175	0	175	Complied
4th Grade	54,000	54,540	0	54,540	175	0	175	Complied
5th Grade	54,000	54,540	0	54,540	175	0	175	Complied
6th Grade	54,000	54,540	0	54,540	175	0	175	Complied
7th Grade	54,000	54,540	0	54,540	175	0	175	Complied
8th Grade	54,000	54,540	0	54,540	175	0	175	Complied

* Golden Valley Charter Schools for Education Renewal Charter School did not submit a request for a J-13A emergency waiver of instructional minutes or days.

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis
Year Ended June 30, 2025

Golden Valley River

	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	20223 (See Note 1)
Revenues	\$ 4,502,527	\$ 4,475,657	\$ 4,404,906	\$ 4,371,269
Expenses	4,123,067	4,441,416	4,538,314	4,370,267
Change in Net Assets	379,460	34,241	(133,408)	1,002
Ending Net Assets	<u>\$ 1,167,257</u>	<u>\$ 787,797</u>	<u>\$ 753,556</u>	<u>\$ 886,964</u>
Unrestricted Net Assets	<u>\$ 1,167,257</u>	<u>\$ 787,797</u>	<u>\$ 753,556</u>	<u>\$ 886,964</u>
Unrestricted net assets as a percentage of total expenses	<u>28.31%</u>	<u>17.74%</u>	<u>16.60%</u>	<u>20.30%</u>
Total Long Term Debt	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
ADA at P2	<u>314</u>	<u>280</u>	<u>285</u>	<u>287</u>

The School's ending net assets has decreased by \$99,167 (11.18%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

Average daily attendance (ADA) has decreased by 7 over the past two fiscal years.

Note 1:

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

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

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

Golden Valley Charter Schools for Education Renewal
Schedule of Financial Trends & Analysis (Continued)
Year Ended June 30, 2025

Golden Valley Orchard

	Budget 2026 (See Note 1)	2025	2024 (See Note 1)	2023 (See Note 1)
Revenues	\$ 4,309,278	\$ 4,231,992	\$ 4,116,579	\$ 3,495,134
Expenses	4,174,565	4,540,505	4,181,321	3,494,138
Change in Net Assets	134,713	(308,513)	(64,742)	996
Ending Net Assets	\$ (98,426)	\$ (233,139)	\$ 75,374	\$ 140,116
Unrestricted Net Assets	\$ (98,426)	\$ (233,139)	\$ 75,374	\$ 140,116
Unrestricted net assets as a percentage of total expenses	-2.36%	-5.13%	1.80%	4.01%
Total Long Term Debt	\$ -	\$ -	\$ -	\$ -
ADA at P2	297	272	267	251

The School's ending net assets has decreased by \$373,255 (266.39%) over the past two fiscal years. The decrease is in large due to rising costs in the recent years.

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

Note 1:

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

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

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

See accompanying notes to supplementary information.

Golden Valley Charter Schools for Education Renewal
Reconciliation of Unaudited Financial Report with Audited Financial Statements
Year Ended June 30, 2025

Golden Valley River

June 30, 2025 annual financial alternative form net assets:	\$ 787,796
Adjustments and reclassifications:	
Rounding	1
Total adjustments and reclassifications	<u>1</u>
June 30, 2025 audited financial statements net assets:	<u>\$ 787,797</u>

Golden Valley Orchard

June 30, 2025 annual financial alternative form net assets:	\$ (233,138)
Adjustments and reclassifications:	
Rounding	(1)
Total adjustments and reclassifications	<u>(1)</u>
June 30, 2025 audited financial statements net assets:	<u>\$ (233,139)</u>

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information
Year Ended June 30, 2025

A. Combining Statement of Financial Position

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

B. Combining Statement of Activities

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

C. Combining Statement of Functional Expenses

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

D. Schedule of Average Daily Attendance

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

E. Schedule of Instructional Time

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

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

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

An LEA that closed due to a qualifying emergency in the 2024-25 fiscal year may submit a Form J-13A to avoid a penalty for not meeting the annual instructional day requirements. The Organization's schools did not have an emergency closure and as such there are no credited days to account for on the Schedule of Instructional Time.

Golden Valley Charter Schools for Education Renewal
Notes to Supplementary Information, Continued
Year Ended June 30, 2025

F. Schedule of Financial Trends and Analysis

This schedule displays summarized information from the current year and two previous years, along with budget information for the upcoming year. The information from this schedule is used to evaluate whether there are any financial indicators the Organization's schools will not be able to continue operations in the next fiscal year. Based upon the information presented, the Organization's schools appear to have sufficient reserves to continue operations for the 2025-26 fiscal year.

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

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

Other Information

Golden Valley Charter Schools for Education Renewal
Organization Structure
Year Ended June 30, 2025

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

Golden Valley Orchard [#1728] is a K-8 Charter School and was granted its current charter by the San Juan Unified School District on July 1, 2025, expiring on June 30, 2028, pursuant to the terms of the Charter School Act of 1992, as amended.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Katie Gerski-Keller	Chair	Two Year Term Ending June 2025
Meredith Willsen	Vice Chair	Two Year Term Ending June 2025
Stephen Quadro	Member	Two Year Term Ending June 2025
Ekaterina Khmelniker	Member	Two Year Term Ending June 2025

ADMINISTRATION

Becky Page
Principal - Golden Valley Orchard

Ryan Sutton
Principal - Golden Valley River

Other Independent Auditor's Reports

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Golden Valley Charter Schools for Education Renewal' (the Organization) which comprise the Organization's statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 15, 2025.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

El Cajon, California
December 15, 2025

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

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

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited Golden Valley Charter Schools for Education Renewal' (the Schools) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 applicable to the School's statutory requirements identified below for the year ended June 30, 2025.

In our opinion, the Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of their applicable state programs for the year ended June 30, 2025.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

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

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

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

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

Report on Internal Control over State Compliance

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

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

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

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

El Cajon, California
December 15, 2025

Auditor's Results, Findings & Recommendations

Golden Valley Charter Schools for Education Renewal
Schedule of Auditor's Results
Year Ended June 30, 2025

FINANCIAL STATEMENTS

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

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	<u>Unmodified</u>	
Internal control over applicable state programs:		
One or more material weakness(es) identified?	<u> </u> Yes	<u> X </u> No
One or more significant deficiencies identified that are not considered material weakness(es)?	<u> </u> Yes	<u> X </u> No
Any audit findings disclosed that are required to be reported in accordance with <i>2024-25 Guide for Annual Audits of California K-12 Local Education Agencies?</i>	<u> </u> Yes	<u> X </u> No

Golden Valley Charter Schools for Education Renewal
Schedule of Findings and Questioned Costs
Year Ended June 30, 2025

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, or the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

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

A. Financial Statement Findings

None

B. State Award Findings

None

Golden Valley Charter Schools for Education Renewal
Schedule of Prior Year Audit Findings
Year Ended June 30, 2025

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
There were no findings in the prior year audit.	N/A	N/A

**RESOLUTION OF THE BOARD OF TRUSTEES OF
GOLDEN VALLEY CHARTER SCHOOLS FOR EDUCATION RENEWAL**

The Board of Trustees (“Board”) of Golden Valley Charter Schools for Education Renewal (“Nonprofit Corporation”), a California nonprofit public benefit corporation operating two public charter schools, does hereby adopt the following resolution.

WHEREAS, on April 9, 2025, the Board of Trustees of Golden Valley Charter Schools for Education Renewal (“Nonprofit Corporation”) adopted a resolution authorizing a temporary loan in the amount of \$150,000 from Golden Valley River School to Golden Valley Orchard School; and

WHEREAS, the approved resolution established terms for the loan, including a five-year term, a 0% interest rate, and repayment beginning July 15, 2030; and

WHEREAS, although the loan was authorized, no funds were ever transferred, no interschool receivable or payable was established, and no loan activity occurred in the financial records of either school; and

WHEREAS, the Board of Trustees desires to formally document that the authorized loan was not executed and that no outstanding obligation exists between the two schools;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby confirms that the temporary loan authorized on April 9, 2025, was never executed, no funds were transferred, and no repayment obligation exists; and

BE IT FURTHER RESOLVED, that the Board directs that the original loan resolution be archived as unimplemented and that this clarification be included in the official minutes of this meeting for audit and record-keeping purposes.

BE IT FURTHER RESOLVED, that the Secretary of the Board hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Trustees has adopted the above resolution by the following vote at a regular Board meeting this 10th day of December, 2025.

Ayes:

Nos:

Abstentions:

By: _____
Meredith Willsen, Secretary



EXECUTIVE DIRECTOR and/ or INTERIM DIRECTOR EVALUATION POLICY

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

Purpose and Objective

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

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

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

Objectives For An Executive and/or Interim Director Evaluation

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

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

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

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

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

Evaluation Committee

The committee consists of the following members:

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

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

Process

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

This process includes:

- A comprehensive performance evaluation and an 'open-ended questions' model form to be completed by each member of the Board of Trustees.
- A comprehensive self-evaluation, including a review of goals by the Executive Director.
- An 'open-ended question' form evaluation to be completed by several agency-wide staff, but not limited to Human Resources, School Leadership, and/or Agency Leadership team members.
- A comprehensive and confidential feedback survey for school community members, families, and staff will be created.
- A compilation of all evaluation materials will be presented to the Board of Trustees members during a closed session meeting before any determination on the Executive Director's performance, goals, or recommendations on the annual contract of the Executive Director.
- A discussion of the evaluation and recommendations for changes to compensation for the Executive Director will be based on the results of evaluations, constructive feedback, and survey results.
- The Board of Trustees makes the final recommendations of the following:
 - Rehire the Executive Director with a salary recommendation
 - Rehire the Executive Director with conditions and areas of improvement *
 - Elect to Non-renewal of Executive Director contract *

- Place the Executive Director on administrative leave pending further action*

* The Board of Trustees can discuss the recommendations with the Executive Director during closed session, who may choose to respond to the determination of the Board of Trustees. The Board notes the response from the Executive Director, if any, and will finalize their recommendations out of closed session.

- Delivery and discussion of the Board of Trustees evaluation to the Executive Director will be completed by the Board Chair, Vice-Chair, and Human Resource Manager.

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

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

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

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

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

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

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

Timeline

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

Measurements

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

Concerns

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

~~Due to a governance reorganization with the creation of an Executive Director position, the~~

~~ED evaluates and supervises the school principals and leadership positions. Only the Executive Director reports directly to the board.~~

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

EXECUTIVE DIRECTOR EVALUATION POLICY, 2023 Page 2 of 2

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

SMART Goal Planning

Executive Director Performance Evaluation	
CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS AND THE DESCRIPTIONS OF PRACTICE	
<i>The Executive Director will be rated on their efficacy in the following CPSEL standards and Fiscal Stewardship through Governing Board goals:</i>	
Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity

Standard 6	External Context and Policy
Standard 7	Fiscal Stewardship
Standard 8	Professional Transparency

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

Standard 2: Instructional Leadership		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i>		
Element 2B: Curriculum and Instruction		

Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.		
Element 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.		

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

Standard 4: Family and Community Engagement

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

Standard 5: Ethics and Integrity		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i>		
Element 5B: Ethical Decision-Making <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i>		
Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a</i>		

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

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

Standard 8: Professional Transparency		
ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P),</i>	REFLECTION/EVIDENCE

	<i>Distinguished (D)</i>	
Element 8A: Build positive professional relationships. <i>Leaders promote a culture in which governing board relations with agency authorizers are collaborative, transparent, and professional relationship with the governing board to advance the school's mission and goals.</i>		
Element 8B: Accountability <i>creates clear communication, mutual accountability, and respectful engagement in decision-making processes with board members, school site leadership, parents/guardians, authorizers staff, and board members, which results in their collaborative nature towards building trust.</i>		

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

Total Score: _____

Descriptions of Practice			
NOT MET INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)

<p>Rarely articulates or aligns the school vision with practice.</p> <p>Demonstrates unethical or unprofessional behavior</p> <p>Rarely addresses the equity or diverse students' needs</p> <p>Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary.</p> <p>Neglects the development of staff skills or growth. Limited collaboration or shared leadership</p> <p>Rarely involves families or community partners. Inefficient or disorganized management of resources. Rarely uses student data to inform instructional approaches to support staff professional growth, no clear system for monitoring academic progress.</p> <p>Lacks understanding or mismanages fiscal responsibilities. Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.</p>	<p>The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services.</p> <p>Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student.</p> <p>S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students.</p> <p>S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.</p>	<p>The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being.</p> <p>S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes.</p> <p>The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes.</p> <p>S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.</p>	<p>The leader manifests the vision of all students graduating ready for college and career.</p> <p>S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being.</p> <p>S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</p> <p>In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups.</p> <p>The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.</p>
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Executive Director Evaluation Open-Ended Questions

Please answer the questions below as completely as possible.

Use examples if available to demonstrate specific points.

Return the form to the Board Chair.
Use additional paper if needed.

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

10. What should be the personal development goals for the executive director for the coming year?

Additional comments:

Print/type name: _____

Signature: _____ Date: _____



STUDENT BEHAVIOR POLICY STUDENT CODE OF CONDUCT

(Board Approved March 13, 2019) (Revised TBD)

Golden Valley Charter School is committed to creating a safe and nurturing learning environment for every student. We are equally committed to helping our students grow into healthy, happy, responsible adults. In order to respect, care for and work with others; students must learn to truly love and respect themselves.

It is our goal that all students possess a clear understanding of how their actions affect others. When a student acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Our approach emphasizes compassion, consistency and responsibility.

The Student Behavior Guidelines for Golden Valley Charter Schools are based upon a philosophy of respect and adherence to [California State Education Code \(particularly Sections 48900 through 48915, and 48918 where applicable 48908\)](#): ~~California State Education Code (48908):~~

Student Behavior Guidelines

In order to provide a school environment that fosters cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a positive learning environment. —Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and follow directions when requested to do so.
2. Students will treat all adults and students with respect. —Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted. Students are expected to comply whenever an adult or a student asks for an inappropriate behavior to stop.
3. Students will treat all personal and school property with respect. —Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed. —Rough housing, fighting, shoving, spitting, pushing, hitting, kicking or biting is cause for immediate intervention.
5. Students will obey all classroom and playground rules. —Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes. Teachers will develop a class management system, approved by the administrator, and appropriate to the age level of their individual class.
6. Parental concerns about the implementation of this policy shall be shared directly with their student’s teacher.
7. Due to FERPA Privacy Laws, school personnel are unable to discuss other students’ behaviors with parents.

8. Please refer to the Bullying Prevention Policy and Plan for further information regarding bullying prevention and reporting, including use of the Bullying Incident Report.
- 8.9. Restorative and trauma-informed practices will be utilized where appropriate as a first means of correction, in alignment with Education Code 48900.5.

Consequences for Misbehavior:

At all Golden Valley Schools, consequences for misbehavior begin in the classroom. Repetitive misbehavior will initiate increasing consequences that will involve student, parent, teacher and additional personnel, as needed. Below is an outline of the process from classroom management to expulsion. These procedures will be followed based on the severity of the infraction and the teacher and/or principal's evaluation of the circumstances. **Please note that some actions are grounds for immediate suspension or expulsion (see list below).**

1. Classroom Management for Student Behavior

Setting Expectations

At the beginning of each school year each teacher will communicate their class management plan with parents at the first parent meeting. Additionally, a written copy of the class expectations for **Special Subject Specialty** classes will be distributed to all parents.

Consequences for Misbehavior:

At this level, misbehavior will be dealt with according to the teacher's class management plan.

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the student will progress to the next step.

2. Referral and Parent-Teacher Conference

Referral

If a student fails to follow the school or classroom behavior guidelines or in any way undermines a healthy learning environment, endangers himself, others or property, a Referral ~~-(Student Behavior Report and Action Plan)~~ may be sent home with the student describing this behavior. The teacher will follow this up with a phone call, email, or ParentSquare message -to the parents and letting them know to expect a referral from their student.

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

~~The parents and student will discuss the situation and the parents will assist the student in developing a plan to correct the behavior (see Referral Form). It is suggested that a student who receives a referral is given a consequence for it at home. The signed notice will be returned to the teacher the following day. It is the parents' responsibility to see that the student returns this signed referral to the school the following day. Either the parent or the teacher may request a telephone or personal conference.~~

Parent-Teacher Conference

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

~~When a student receives two referrals, the teacher will schedule a parent-teacher conference. If both parents and teacher agree, the student may be included in the meeting. Student participation is encouraged, when appropriate. A behavior plan may be developed at this time. The teacher or parents may request the principal be present. Parents may request that other individuals be present at the conference.~~

3. Suspension

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

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

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

~~Upon receiving a third, sixth and ninth referral, a student may be suspended from school. The first suspension will be one day, the second suspension may be from 1–3 days and the third suspension may be from 2–4 days long.~~

~~In the interest of maintaining a safe and courteous environment, certain behaviors will not be tolerated and may result in an immediate suspension (California Ed Code 48900). These behaviors are:~~

- ~~● Causing, attempting to cause, or threatening to cause physical injury to another person.~~
- ~~● Willfully using force or violence upon the person of another, except in self-defense.~~
- ~~● Attempting, threatening to cause or participate in hate violence.~~
- ~~● Willfully and knowingly making a terrorist threat against the school.~~
- ~~● Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object.~~
- ~~● Possessing an imitation firearm.~~
- ~~● Possessing, selling or otherwise furnishing, or being under the influence of any controlled substance, an alcoholic beverage or an intoxicant of any kind.~~
- ~~● Unlawfully offering, arranging, or negotiating to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either selling, delivering or otherwise furnishing to any other person a liquid substance, or material and representing the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.~~
- ~~● Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia.~~
- ~~● Committing or attempting to commit robbery or extortion.~~
- ~~● Causing or attempting to cause damage to school property or private property.~~

- ~~Stealing or attempting to steal school property or private property while on school grounds.~~
- ~~Knowingly receiving stolen school property or private property.~~
- ~~Possessing or using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, e-cigarettes, vape pens, etc., exclusive of physician's prescriptions.~~
- ~~Committing an obscene act or engaging in habitual profanity or vulgarity.~~
- ~~Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.~~
- ~~Committing or attempting to commit a sexual assault or committing sexual battery.~~
- ~~Committing an act of sexual harassment. Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (California Ed Code 212.5)~~
- ~~Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.~~
- ~~Engaging in or attempting to engage in hazing, as defined in California Ed Code 48900~~
- ~~Engaged in an act of bullying, defined as severe or pervasive physical and verbal acts or conduct, including written or electronically transmitted material, which can reasonably be predicted to have the effect(s) of: fear of harm to person or property, detrimental effects on physical or mental health, interference with academic performance, and interference with the ability to participate in or benefit in the services, activities, or privileges provided in school.~~

~~If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension.~~ The student may return to school after a suspension once a follow-up SST meeting with the teacher and/or administrator stipulating the conditions of the student's return has taken place. During this meeting a behavior plan may be developed.

Student Success Team (SST) Meeting

~~At any time the teacher deems it necessary or in accordance with the Student Behavior Policy, upon a third referral, an SST Meeting will be convened to support the student and their needs.~~ The meeting will consist of the student's parents, classroom teacher, administrator, as well as other teachers and support staff, if needed. The team will work to cultivate healthy classroom, playground, and social behavior. During this meeting a behavior plan may be developed. Parents will be notified in writing at the meeting that should a third suspension occur, expulsion may be recommended.

Special Needs Students and Suspension

~~Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional need, as defined in Section 56026 of the CA Ed Code, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the pupil violated one of the above items.~~

4. Expulsion

Should the above steps and due process not prove to correct the student's behavior expulsion may be recommended. Students have the right to an expulsion hearing, representation, presentation of evidence, and appeal, per Ed Code 48918 and in accordance with the Suspension & Expulsion policy.

~~Should the above steps and Due Process not prove to correct the student's behavior after 3 suspensions, expulsion may be recommended.~~

Due Process Summary Behaviors and Interventions

Restorative and non-punitive strategies will be applied at every reasonable step prior to suspension or expulsion recommendation.

1. First referral: Contact to parent from the teacher using two-way communication method (Email, ParentSquare, Phone Call, etc.). If a phone call is made, documentation of the phone call should also be provided (email, ParentSquare, or Aeries).
2. Second referral: Phone call and parent-teacher conference
3. Third referral: Phone call home from administrator and SST meeting is scheduled
 - a) At SST Meeting: Parents and school will develop a plan and identify any necessary interventions that the student may need
4. Subsequent referrals: Continued documentation, interventions, and SST meetings as needed

~~Below is a summary of the steps that may be taken prior to a recommendation for expulsion:~~

- ~~1. First referral: Phone call to parent~~
- ~~2. Second referral: Phone call and parent teacher conference~~
- ~~3. Third referral and suspension: Phone call home and SST meeting is scheduled~~
- ~~4. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.~~
- ~~5. Fourth referral: Phone call home~~
- ~~6. Fifth referral: Phone call and parent teacher conference~~
- ~~7. Sixth referral and suspension: Phone call home. SST follow up meeting is scheduled~~
- ~~8. At SST Meeting: Parents will be notified in writing that a 3rd suspension may result in a recommendation for expulsion.~~
- ~~9. Seventh referral: Phone call home.~~
- ~~10. Eighth referral: Phone call home and parent teacher conference~~
- ~~11. Ninth referral and/or 3rd suspension: Recommendation for expulsion~~

~~In addition, there are certain situations in which Mandatory Expulsion is required (Ed Code 48915). They are listed in the Code as follows:~~

~~"The principal or designee must immediately suspend and recommend a student for expulsion and the School Board of Trustees must expel for:~~

~~1.—— Possession, as verified by a district employee, sale or furnishing a firearm, unless the student has written permission from a certificated employee with the principal or~~

~~1.—— designee's concurrence.~~

~~2.—— Brandishing a knife at another person.~~

~~3.—— Sale of drugs.~~

~~4.—— Committing or attempting to commit sexual assault or battery."~~

Clearing Referrals Referral and Records

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

~~Referrals are cleared year to year. Suspensions are cumulative from year to year and are part of a student's cumulative file.~~

I (We), _____ have read and reviewed the Golden Valley Charter School

Student Behavior Policy and Procedures with my (our) student: _____

Comments:

Parent Signature

Date



GOLDEN VALLEY
CHARTER SCHOOLS

Parent Handbook
2025-2026

Daily Schedule

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

Physical Address

Golden Valley River School

9601 Lake Natoma Dr.
Orangevale, CA 95662
Phone: 916-987-6141
Fax: 916-987-6741

Golden Valley Orchard School

6550 Filbert Ave.
Orangevale, CA 95662
Phone: 916-987-1490
Fax: 916- 987-1102

River Attendance: 916-987-6641

School Office Hours (M, T, W, F)
Thursdays

Orchard Attendance: 916-987-1962

8:00 – 3:45
8:00 – 1:45

Central Office

1000 River Rock Drive, Ste. 220
Folsom, CA 95630
916-597-1478
Office Hours: 8:00 – 4:00

E-Mail

General

info@goldenvalleycharter.org

Web Site

Golden Valley Charter Schools Web Site

www.goldenvalleycharter.org

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Parent/Student Handbook

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

Our Mission

Why Are We Here?

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

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

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

Our Vision

What Will We Look Like?

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

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

Our Core Values

How Will We Interact with Each Other?

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

Curiosity

At GVCS we value and nurture curiosity and approach learning wholeheartedly with eagerness. We live with enthusiasm and are open to the wonders that each day holds.

Reverence

The GVCS community honors and respects each other, ourselves, our environment, and all living things. Through our rituals and actions, we demonstrate care and courtesy and nurture both our physical and emotional wellbeing. As lifelong learners we give our best to all we do and compassionately build honest relationships and appreciation of diversity.

Creating Community

At GVCS we invest in creating community. We see ourselves as part of the larger world, honor the value and diversity of each individual and invest in a community where we have compassion for and trust one another, are inclusive, build strong relationships, appreciate differences, seek common ground, and resolve conflict peacefully.

Joyful service

At GVCS we freely participate, share, and contribute with enthusiasm. Teachers, students, staff, and volunteers willingly share our time, our talents, and our donations to serve our students and our community.

Empathy

At GVCS we practice empathy and have compassion, care, and concern for one another's needs. We endeavor to be present for each other's thoughts and feelings and seek to understand their experience. With empathy we reflect on how our actions affect others and create spaces of safety and well-being.

Commitment

The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor to act in integrity with our values and commitments, be accountable and take responsibility for our choices with grace. People can rely on us.

For more information about our **Strategic Plan**, please visit our website. <https://goldenvalleycharter.org/Strategic-Plan>

Golden Valley School Song Lyrics

*Golden Valley, gleams from sunlight
Dewdrops fill the field so bright.
Seasons change and hearts awaken
Summer, Spring and Winter, Fall
Love overflowing, garden flowers growing
From the earth we drink from all its bright sparkling
streams
Hands and heart sing
Life bestows a blessing
We all together share our life as one.*

Our Background

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

What is a Charter School?

A charter school is a public school, and it may provide instruction in any grades K-12. A charter school is usually created or organized by a group of teachers, parents and community leaders or a community-based organization, and it is usually sponsored by an existing local public school board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring board and charter organizers.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. Charter school pupils are required to participate in all statewide assessments that are applicable to pupils in non-charter public schools. Parents have the right to waive, under specified conditions, state testing requirements for the California Assessment of Student Performance and Progress (CAASPP) System. A charter school cannot disregard or take away this parental right. However, the school is penalized by the state when children do not sit for or complete their testing. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

School Organization

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

Charter Management Organization (CMO)

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

Central Office

The central office (CO) provides business, operations, and facilities management services through back office functions and is the formal administrative organization of the schools. The staff reports directly to the Executive Director and consists of:

Human Resources Manager, Compliance and Accountability Manager, Enrollment Coordinator and Office Manager, Payroll administrator, Accounts Payable technician, Marketing and Development Coordinator, Student Services Coordinator, Extended Learning Program Coordinator, IT Coordinator, Special Education Consultant, and Executive Assistant.

The CO establishes the regulations and procedures in these areas and ensures compliance. The CO provides support and administrative guidance in areas that need to be uniform and consistent across all schools. We are available from 8:30 a.m. to 4 p.m. Monday – Friday. Please feel free to contact us for support and questions. You are welcome to stop by our office. The roles and duties of administrative employees change from year to year as the state establishes new programs and creates new accountability measures. For example, our Compliance Manager took on the role of overseeing our meal program this year.

Executive Director

The Executive Director oversees the Charter Management Organization, central office operations, mentors and supports school administration, maintains strong rapport with the school districts and guides the schools through growth and expansion. The ED also works with the outside consultants on school budgets and the annual audit. School Principals report to the ED. Being the sole employee of the Board of Trustees, the ED is ultimately accountable for the operations of the schools and its employees. The Executive Director is the primary contact to the school districts, state agencies, and member organizations.

Leadership

The Leadership Team is the administrative cabinet of the Executive Director and includes the school Principals, the Compliance Manager, and other personnel needed for high level decision making in the organization. This team meets weekly to discuss day-to-day processes, long and short term goals and policies pertaining to all aspects of the organization. This is also a place to provide peer mentoring and to determine the best process to address complex issues as they arise.

Faculty

Class/Grades and Kindergarten Teachers

The purpose of our school is to meet the educational needs of our students. The primary role of the faculty is to implement a curriculum designed to meet those needs keeping with California education standards and Waldorf Pedagogy. Full time credentialed faculty meet weekly to discuss the life of the school and make plans for future events. Their work includes supporting student discipline, providing collaboration on best practices and curriculum support, monitoring student progress, and coordinating adjunct duties. Lead teachers take attendance and write report cards. They are the primary point of contact for parents.

Subject Specialists

Subject Specialists offer programs in handwork, music, games, foreign languages, and gardening. These teachers are professionals who are credentialed and are considered experts in their field. Their primary interface with school parents is through the class teachers. Grades 1-3 have a couple of specialist classes, but many programs begin in 4th grade. Many specialists are involved in the after-school program or athletics teams.

Education Support Team

The Education Support Team (ES) includes but is not limited to: Resource Specialists, Education Support Specialists, School Psychologist, Speech/Language Pathologist, as well as other service providers as needed. The ES team provides direct services to identified students. Nearly 40% of Golden Valley students will receive an extra support service at some point during the year. Approximately 10% of our students have been identified for our special education program. This group is a large collaboration of individuals from both schools.

Mentors and Professional Development

To support our Class/Grades and Kindergarten Teachers in fulfilling their roles GVCS provides mentoring with experienced Waldorf Master Teachers. Mentors help teachers develop their lesson plans and observe the classrooms to support a healthy learning environment. GVCS also funds Beginning Teacher Induction Programs for newly credentialed teachers.

Teachers are provided ongoing professional development in all areas including but not limited to summer training in grade specific Waldorf curriculum, mathematics and classroom management. All full-time employees have been offered Waldorf Teaching Certification.

School Administration

The school administration, made up of the principal and office support staff, is charged with the day-to-day running of the school. With direct communication and continuous flow of information, the Principal coordinates all bodies of the school - faculty, staff, students, and parents. The Principal is the primary contact for items which arise from the school - whether it be concerned parents, scheduling of events, or coordination of student needs. The office staff of the schools interface with the children and parents to create a healthy learning environment.

Parent Engagement Opportunities

The Parent Circle

Each school has its own Parent Circle. Every parent at Golden Valley is a member of Parent Circle. Parent Circle representatives, who are chosen by their classroom, select a Chair annually who then appoints other officers such as Vice Chair, Treasurer, and Secretary. The Parent Circle's main function is to organize volunteers to support their individual school and to create a culture of belonging and connection within the parent group. Meetings are held monthly at the school site. The PC Chair meets monthly with the school principal to discuss events at the school. All Parent Circle events must go through the *calendar request* approval. PC also holds a bank account to serve their goals.

Some annual activities have included:

Back to School Picnics, art classes for parents, game nights for families, refreshments at Rose Ceremony, coordinating Teacher Appreciation, greeting Grandparents' Day visitors, supporting schoolwork days or gardening days, and most importantly, volunteering for school festivals such as May Festival.

Orchard PC Email: pc_orchard@gvcharter.org

River PC Email: pc_river@gvcharter.org

Parent Service Hours

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

Board of Trustees (BOT)

Our schools are governed collaboratively by our Board of Trustees, which is made up of parents and community members, in addition to a faculty delegate from each school. The Board of Trustees is the legal and fiscal body of our school organization, responsible for ensuring that the school's policies are consistent with the Mission, Vision, and Values of the organization, approving budgets, and for overseeing the Executive Director. Board of Trustees meetings are open to the public, and parents are encouraged to attend.

Email: bot@gvcharter.org

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

The Kindness, Inclusion and Diversity Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community. The committee encourages opportunities for students, staff, and faculty to grow in their own understanding of diversity, equity, and inclusion.

Email: diversity@gvcharter.org

Finance Committee

The Finance Committee is the only standing committee of the Board of Trustees. It typically meets the week prior to the Board and is open to the public. Agenda items include the status of the current year budgets, fiscal policies, audit contracts, and other topics requested by the Board. This committee can also have non-board members and interested parties should seek an appointment from the full Board.

Golden Valley Educational Foundation (GVEF)

The Golden Valley Educational Foundation is a 501(c)3 all-volunteer, non-profit whose purpose is to financially support the vision and mission of GVCS. GVEF is a fiscal agent for large-scale fundraising activities and charitable donations on behalf of the schools. GVEF works collaboratively with the Development Manager, Parent Circle, school principals, and the Executive Director to ensure financial matters of fundraisers are handled in accordance with good accounting practices. All funds managed by GVEF are accounted for and disbursed in accordance with the GVCS-GVEF MOU. Any organization or individual wishing to donate cash, materials, equipment, or other property to the school should make such donations through GVEF. Fundraising meetings are held monthly throughout the school year. The GVEF board includes a faculty representative and the Executive Director.

Visit our webpage for more information: <https://goldenvalleycharter.org/Golden-Valley-Educational-Foundation>

Email: gvef@gvcharter.org

Fundraising and Donations

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

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

- By making donations to Golden Valley Charter Schools (GVCS) through the Annual Giving Campaign (AGC)
URL <https://goldenvalleycharter.org/Donate>
- By participating in Golden Valley Educational Foundation (GVEF) activities
- By participating in all-school and individual class fundraisers

Annual Giving Campaign

The Annual Giving Campaign (AGC) is the cornerstone of fundraising for Golden Valley Charter Schools (GVCS). Each family is asked to give a voluntary supplies donation, an annual pledge gift, and/or any associated corporate matching to GVCS. The goal is to achieve 100% participation in the Annual Giving Campaign for each school from all families with children attending GVCS.

Your donations help to support the curriculum inspired by Waldorf Education at Golden Valley Charter Schools.

Email: agc@gvcharter.org

Types of Fundraisers

All fundraising activities conducted on behalf of GVCS, fall into the following four types of fundraisers:

1. **The Annual Giving Campaign (AGC)** is the flagship fundraising program that obtains pledges and subsequent donations from enrolled families throughout the year and any associated corporate matching to GVCS.
2. **Large-Scale Fundraising Programs** are annual events or activities that involve not just GVCS families but also the larger community. These include but are not limited to art auctions, major grant applications, corporate donations, capital campaigns, etc.
3. **School-Wide Fundraisers** are events and activities that involve one school community. These events can raise funds, build community, or both. School-wide fundraisers include but are not limited to festivals with vendor booths, dine & donate, Square1Art etc. (percentage broken down into 3rd – 8th grade fieldtrip funds).
4. **Class Fundraisers** are defined as fundraisers coordinated by one class and are not part of a school-wide event. The class executing the event or activity receives all the funds. The School Administrator approves the event. The cap for class fundraisers is two each for third through fifth grade and three each for sixth through eighth grade (not including festivals).

The Curriculum

Kindergarten

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

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

The Grades

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

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

Specialty Classes

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

Games

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

Music

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

Handwork

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

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

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

Gardening

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

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

Cultural Studies

Cultural Studies is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. Through grade five, the foreign language program expands to include reading, writing, grammar, and conversation.

The Connection Between Home and School

The Parent/Teacher Team

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

Technology/Media

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

Rhythm/Rest

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

School Culture

Virtues Project

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

Virtues: The Gifts of Character

Assertiveness	Diligence	Integrity	Reliability
Caring	Enthusiasm	Joyfulness	Respect
Cleanliness	Excellence	Justice	Responsibility
Commitment	Flexibility	Kindness	Self-Discipline
Compassion	Forgiveness	Love	Service
Confidence	Friendliness	Loyalty	Tact
Consideration	Generosity	Moderation	Thankfulness
Cooperation	Gentleness	Modesty	Tolerance
Courage	Helpfulness	Orderliness	Trust
Courtesy	Honesty	Patience	Trustworthiness
Creativity	Honor	Peacefulness	Truthfulness
Detachment	Humility	Perseverance	Understanding
Determination	Idealism	Purposefulness	Unity

Festivals and Celebrations

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

Opening Day - Rose Ceremony

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

Year End – Closing Rose Ceremony

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

Festival of Light (River)

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

Journey Around the World (Orchard)

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

May Festival & Picnic

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

8th Grade Graduation

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

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

School Procedures and Protocol

Drop-Off and Pick-Up

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

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

Keep Moving

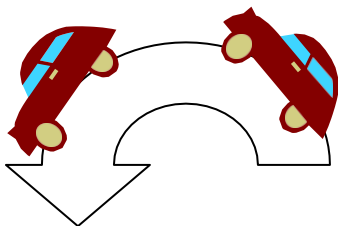
Please pull into the loop on the side closest to the school, drop off or pick up your child quickly, and pull out.

Stay Right

The right lane of the parking loop is for drop off and pick up only. Do not drop off students in the left lane. Drivers waiting in the right lane should pull forward to allow for those behind them to enter the loop. The left lane may be used for pulling out after you have picked up your child. Please **do not** pull into the left lane, pass cars on the right and then “nudge” your way between folks who have been patiently waiting in line on the right.

No Parking in the Loop

If all drivers follow this simple rule by not parking in the loop, we can keep it accessible to all who need it. This rule applies from 8:00am until 3:30pm.



Drop-off Procedures

- Please park in the parking lot or on the street and walk up to the campus to drop off and pick up your child whenever possible.
- We suggest that students arrive 10 minutes before the beginning of their school day to have time to transition between home and school. School personnel are available to supervise children 15 minutes before the start of school, and parents are liable for the welfare of their children up until 15 minutes before the beginning of the school day.

Pick-up Procedures

- Please pick up your child promptly at the end of the school day. Supervision ends 15 minutes after school ends.
- If your child is not picked up, every effort will be made to contact you. All children not picked up by 3:25pm will need to be signed out by a parent, guardian, or emergency contact. A record will be kept of all late pick-ups. If no one on the Emergency Card can be reached, the Sheriff or Child Protective Services (CPS) may be called. Please see the After School Pick-up Policy for more details.
- Children are not allowed on campus after school hours unless they are attending a school activity with their parents or if they are participating in an After-School Enrichment or Aftercare Program.

Parking

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

Walking or Riding a Bike Home

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

After-School Late Pick-up

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

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

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

Procedure for Repeated Late Pick-ups

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

Early Releases

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

Process for Early Dismissals

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

1. Send a note to the teacher clearly stating the expected time of Early Dismissal and who is expected to be picking them up.
2. Come to the office to sign your student out with your photo ID for identity verification.
3. **Do not go to the classroom to get your child.**
4. The office will call for your child.
5. Expect to wait in the office until after morning/lunch recess is over as necessary.
6. **Students will not be released to anyone not listed on the Emergency Card.**
7. The students must be signed back into school if they return before school is dismissed.

Procedure for Repeated Early Dismissals

- Verbal reminders to the parent(s)/guardian(s) from the school staff, as appropriate
- Letters/emails sent to parent(s)/guardian(s) communicating the number of Early Releases
- SART (Student Attendance Review Team) meeting to discuss attendance

Tardies

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

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

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

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

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

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

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

- Requires parent(s)/guardian(s) and older students to attend a SART (Student Attendance Review Team) meeting.
- Other steps may be recommended at the time of the SART meeting, such as student and/or parent(s)/guardian(s) donating time to school to compensate for lost class and administrative time.
- An agreement will be signed by the family that acknowledges their commitment to solving the tardiness problem.

Attendance Policy

Attendance at school each day, for the full school day, is essential to your child's academic and social well-being. In our Waldorf inspired charter school, much of the information is provided orally or is experiential and hence is impossible to make up outside of school. Being absent for even part of a day can cause children to experience gaps in their learning/social life.

Additionally, Golden Valley does not receive state funds for an absent (excused or unexcused). ADA funding is approximately \$43 per child per day. Golden Valley experiences a revenue loss greater than \$200,000 every year due to absences. Parents have the power to change this.

Reporting Absences

If a student is absent, parents are required to call the school attendance line for the appropriate campus before school begins **each** day that the child is absent. Absences **not cleared** within 48 hours will be recorded as unexcused (truant).

- Orchard Attendance Line: 916-987-1962
- River Attendance Line: 916-987-6641

Absences Allowed by Law (Ed. Code 46010, 48205)

It is important for parents to inform the school whenever their child is absent. However, under state law, an absence is considered "excused" only for the following reasons:

- **Illness** - A child is too ill to attend school if he or she has a contagious condition, a temperature of over 100.4° Fahrenheit, symptoms of vomiting or diarrhea (currently **or** in the past 24 hours), or written orders from a doctor to stay home. **Keep sick children at home** for at least 24 hours *after* they no longer have fever or do not have signs of fever, **without the use of fever-reducing drugs**.
- **Appointments** - Student's medical, dental or chiropractic appointments (bring written verification).
- **Funeral Services** - Immediate family (1 day in state, 3 days out of state).
- **Court Appearance** - Verified with documentation.
- **Religious Holiday** - With a note and approval by the school prior to the holiday. By law, attendance at religious retreats shall not exceed 8 hours per year (Ed. Code 45194)

Examples of unexcused absences (but not limited to): out of town, personal day, family vacation, car problems.

Truancy/Excessive Absence Notification

- The 1st absence letter will be sent to parent(s)/guardian(s) at: **5 absences**
- The 2nd absence letter will be sent to parent(s)/guardian(s) at: **10 absences**
- The 3rd absence letter will be sent to parent(s)/guardian(s), requiring a mandatory SART (Student Attendance Review Team) meeting at: **15 or more absences**

Copies of attendance records and all correspondence and written communication about attendance related problems will be placed in the student's academic records.

Chronic Illness

If your student has a diagnosed chronic illness, please contact the front office.

School Attendance Review Team (SART) Meeting (Ed. Code 48320-48325)

Student Attendance Review Team (SART) is designed to meet with parent(s)/guardian(s) of children who have exceeded the allowable amount of excused or unexcused absences. The purpose of the meeting is to discuss the child's attendance record and develop a plan for the child's regular participation in school and improved attendance. A contract will be signed at the meeting. By law, employers must allow parent(s)/guardian(s) to attend school meetings pertaining to their child.

Independent Study

Independent Study is available for students under certain circumstances. Please see our Independent Study Policy for details.

Expanded Learning Opportunities Program—Eagle's Nest

Eagle's Nest

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

Enrollment Process

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

Attendance

Students must attend each day they attend school, unless they have medical/dental appointments, sports or recreation obligations (and should inform the Site Leader of temporary change to schedule), funerals, and family emergencies. Excessive unexcused absences may result in students being excused from all Eagle's Nest programming for the remainder of the school year. Eagle's Nest students must commit to attending a minimum of 90 minutes each day they attend the after-school program. Once students are signed out by an adult, they are not permitted to return to Eagle's Nest that day.

Morning Care

Students do not need to register for Eagle's Nest for before-school care. Eagle's Nest staff will supervise students from 7:00 am to 8:00 am in the Multipurpose Room. Breakfast will be served from 7:30 am to 8:00 am, if students wish to eat breakfast at school. Morning care is provided every instructional day.

After-School Care

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

Non-Instructional Days

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

After School Enrichment Activities

We are pleased to offer a variety of after-school enrichment opportunities to our students. Students do not have to be enrolled in the regular Eagle's Nest after-school program to participate in the enrichment offerings. Parents will be notified of enrichment sign-ups on ParentSquare. We hope to continue growing our programs in the future.

The following are examples of the enrichment activities that have been offered:

- Basketball- 6th, 7th and 8th grade students
- Cross Country- 6th, 7th and 8th
- Volleyball- 7th and 8th grade
- Juggling
- Drama
- Ukelele (third grade and up)
- Handwork
- Art
- Coding

Meal Program

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

Meal Service Times

- Breakfast- 7:30 am to 8:00 am in the Multi-Purpose Room
- Lunch- 12:15-12:45 in the Multi-Purpose Room

Communication and Problem Solving

Communication Resources for our Community

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

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

Parent/Student Communication during the School Day

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

- **Urgent Messages:** If you have an urgent message, office staff will take the information and pass on to the teacher as soon as possible. We do not relay emergency messages directly to the student. We will wait for a parent to come to the school to pick up your child.
- **Non-Urgent Messages:** The office staff does their best to get messages to students, but due to the nature of the school day, it is not always possible. If absolutely necessary, please call the school office to leave a message for your child. The message will be left in the teacher’s mailbox in the office or brought to the classroom before pick-up.
***Note:** Please keep in mind that the office is very busy at the end of the day, and it is often difficult to deliver messages at that time, especially right at dismissal time. We cannot guarantee that children will get messages if parents call at dismissal time.
- **Play Dates and Carpool Arrangements:** We ask that parents make arrangements for play dates and carpools in advance. This relieves stress on your child and respects office staff time as well. Students are prohibited from using school phones to facilitate play dates and after school plans.
- **Dropping off Lunch or Homework:** Please come to the school office to drop off lunches or assignments. The office staff will do their best to get the item to the student at the earliest break in instructional time.

- **Calling Home:** Students will be allowed to call home only if they come into the office with a green pass signed by their teacher. A student may call home in cases of illness or emergencies. Children may not call home to arrange play dates or other social activities. Please help them organize their day before they arrive to school.

Parent/Teacher Communication

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

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

Parent Concerns

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

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

- **Fall Parent/Teacher Conferences**
Kindergarten and Class Teachers meet with parents in November to discuss their student's progress. The teacher will provide sign-up sheets in early November so that parents can re-organize their work schedules to accommodate these important Parent/Teacher meetings.
- **Parent Meetings**
Kindergarten and Class Teachers schedule at least three Parent Meetings per year. All parents are required to attend at least two of these meetings and encouraged to attend all of them – this is where parents and teacher discuss classroom activities, behavior, curriculum, and field trips, and learn more deeply about the curriculum and what is happening in the classroom community.
- **Spring Parent/Teacher Conferences**
Two days in March are set aside for Spring Parent/Teacher Conferences. These conferences are not mandatory but are another opportunity for parents and teachers to discuss student progress. Teachers and/or parents can schedule a meeting if they have a concern about their student.

Confidentiality

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

Questions/Where to Address Concerns

As a public Waldorf school community, we recognize the role of parents as the primary educators of their children. Therefore, we value communication as a key to the success of all children entrusted to our care. Questions that arise through participation in our school community are best addressed at the point of origin through direct communication and it is important that you are guided to the proper source for answers. This communication chart serves as a guideline and should assist parents and school community members in contacting the appropriate staff and/or faculty members with questions or concerns. We encourage direct communication with the faculty or staff most immediately involved with your question or concern as the first contact. If the issue is not resolved and the staff and/or faculty is informed, progress through the flow chart below to the next contact.

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

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

Health

Immunizations

Required Immunizations for TK & Kindergarten Entry

Incoming Kindergarten students are required by the State Department of Health Care Services to have all necessary immunizations upon school entry. These immunizations are as follows:

- Polio
- DPT—Diphtheria/Pertussis/Tetanus
- MMR—Measles/Mumps/Rubella
- Hepatitis-B

- Varicella (Chicken Pox)

Required Immunizations by 7th Grade

All incoming 7th grade student's immunization records are to be reviewed prior to the start of the school year. All required immunizations must be up to date and previous personal belief waivers are void.

The required 7th grade immunizations are as follows:

- Polio
- DPT—Diphtheria/Pertussis/Tetanus
- MMR—Measles/Mumps/Rubella
- Varicella (Chicken Pox)
- TDAP BOOSTER

Students who have a medical exemption must provide a signed letter from their Physician to the school upon registration for school.

Health Exams and Screenings

Health Examination for Kindergarten Entry

State law requires that parents of Kindergarten students provide the school with a completed Health Exam form from their physician or a signed waiver. The health exam may be given up to 18 months before or 90 days after entering school.

Hearing/Vision Screenings

Children in 2nd, 5th, and 8th grades will be screened to evaluate hearing and vision. The vision screening will include tests for visual acuity and color vision. The evaluations may be waived upon parent's written request.

Parents will be notified if their child fails either the hearing or vision screening test.

Scoliosis Screenings

All 7th grade girls and 8th grade boys are screened by a medically trained person for the spinal condition known as scoliosis. The evaluation may be waived upon parent's written request. Parents will be notified if their child is suspected of having a spinal defect.

Administration of Medication

Most of the time, medications can be worked around the school day: given before school, right after school, at dinnertime, and at bedtime. Parents may also come to school themselves to give their child medicine.

If your child's doctor says he/she must take medication at school, the medication may be administered by school employees **ONLY** upon receipt of an Administration of Medication form filled out by both the parent and the physician. Please see our Administration of Medication Policy for more information.

Asthma

If your child has asthma and needs access to an inhaler at school, a parent must still fill out an Administration of Medication form. Once we receive the form, the child may either keep an inhaler in the classroom, on his or her person, or store it in the school office for use.

Lice and Communicable Disease Protocol

Lice

Like most schools, we occasionally have lice outbreaks. We do our best to catch outbreaks early, and we follow a detailed procedure in the school office and in the classroom. We ask for parent diligence in regularly checking children for lice at home and notifying the school office immediately if lice are discovered. Please see the Lice Control Administrative Regulation in the School Policies and Guidelines section of this handbook for more detailed information.

Communicable Diseases

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

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

Safety

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

Safety Drills

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

Safety Protocol

Disasters and Emergencies

In case of disaster or emergency, key elements include:

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

How Parents Can Help

- Make certain the school always has your correct address and telephone number.
- Discuss safety protocol with your children and emphasize that s/he remain calm and cooperative during an emergency. Under no circumstances is any child to leave school premises without a parent or guardian.
- Telephone the school if a potentially dangerous situation seems to be developing.

Campus Visitors

For the safety of our students, all visitors (including parents) must sign in at the school office when they arrive and wear a Visitors Pass. Please see our Visitors Policy for more information.

CAMPUS/CLASSROOM VOLUNTEERS AND FIELD TRIP CHAPRONES

If a parent wishes to volunteer with children on campus or on a field trip, he or she must be fingerprinted through the Live Scan process and submit a negative TB test. No adult will be permitted into the classroom as a volunteer until they are cleared to do so. Please see the Fingerprinting and TB Policy at the end of this handbook for more information.

Safety Concerns

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

Student Information

Change in Student Information

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

Child Custody/Divorce

It is extremely important that parents communicate with the school about custody situations. Please provide us with current Court Documents and contact information for custodial parents for us to have full understanding of your family's custody agreement.

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

Excusing Your Child from Physical Activities (Games)

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

Student Assessment

Fall/Winter Reports

Parents will receive their child's Fall Report Card in November during Parent/Teacher Conferences. The Fall Reports give a brief, general overview about each child's progress. A second report card will be received in March for grades 1-8. Parent/Teacher conferences are optional for this reporting session.

Year-End Reports

Year-End Report Cards are sent out two to three weeks after the last day of school. Year-End Reports contain a grade-specific, detailed curriculum report; a narrative student report, specialty subject reports; and a follow-up to the Fall and Winter Reports.

Annual State Testing

CAASPP – California Assessment of Student Performance and Progress

Golden Valley Charter Schools are required by law to administer the CAASPP test annually, to our 3rd through 8th graders. Testing usually takes place between March and May.

California Science Test - the 5th and 8th graders are given this in April.

Physical Fitness Testing (PFT) - 5th and 7th graders are given this test between March and May.

Classroom and Campus Etiquette

Library Use

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

- Only one (1) book may be checked out at a time. Preferably, this book will remain at school for use in class. Most damage and loss occur when books are taken home. Students are strongly encouraged to take advantage of the local public library system.
- Borrowers are responsible for the care and condition of library materials in their possession. It will be necessary to charge parents/guardians for lost or damaged items. If students have outstanding books or fines, their report cards and classroom projects may be held until these are cleared.

Lost and Found

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

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

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

Birthdays and Parties

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

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

Student and Extracurricular Activities

Student council

Our 6th through 8th grade students are offered the opportunity to serve as members of the Student Council. The Student Council is led by a Faculty Member, and elections for Student Council Representatives take place by class in the fall. The Student Council meets once per month during lunch. Student Council sponsors many student-led activities and service projects such as Spirit Day in June, clothing and food drives, and art contests.

Admissions/Enrollment

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

Pupils will be considered for admission without regard to actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, color or physical or mental disability or any other basis prohibited by law. Golden Valley will not charge tuition. No test or assessment shall be administered to students prior to acceptance into the school. However, assessments may be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students’ reading, writing and math skills.

Birth Date Deadlines

The GVCS curriculum inspired by Waldorf education is based on the development of the child. While our school is open to all students who wish to enroll, subject only to capacity, the school has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Below are the current grade/age guidelines given in the GVCS enrollment policy for student applicants. Determination of whether to place age-eligible students in Kindergarten for one additional year or in First Grade will be based on each child’s developmental readiness. A student’s developmental readiness for First Grade will be evaluated by the First Grade Readiness Assessment administered prior to the student starting the next school year (usually in the spring or summer), and by parent-teacher or parent-principal conference.

Application Process

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

1. Attend a Parent Information Meeting (PIM).
2. After attending a PIM, the parent(s)/guardian(s) shall fill out the Enrollment Application and submit it to the Enrollment Coordinator.
 - During the January- February Open Enrollment period: Applications must be submitted and received by the last day of February.
 - After the Open Enrollment period: If spaces are still available after the February Open Enrollment period, parent(s)/guardian(s) may attend a specially scheduled PIM and turn in an Enrollment Application and Parent Agreement.

Admissions Process

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

Enrollment Process

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

1. Parent(s)/guardian(s) must complete an Enrollment packet before the first day of attendance, including, but not limited to:
 - Enrollment/Registration form
 - Emergency Card
 - Parent Agreement
 - Proof of Immunization
 - Proof of minimum age requirements, e.g. Birth Certificate
2. Parent(s)/guardian(s) must complete the following paperwork on or after the first day of attendance.
 - Health Exam for School Entry (submitted within 60 days of the first day of attendance)
 - Language Survey
 - Income Survey
 - Family Directory Release

Open Enrollment Period

Applications will be accepted during the Open Enrollment period for enrollment in the following school year. At the end of the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a lottery to determine enrollment for the impacted grade level, with the exception of existing students (this would include students currently enrolled in Golden Valley Charter School, approved as authorized by the San Juan Unified School District) who are guaranteed enrollment in the following school year.

Lottery Process

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

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

After the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. ***In no circumstance will a waiting list carry over to the following school year.***

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a “pool” until there is an opening in the class. If a space opens, a lottery will be held. If an opening does not occur before the next Open Enrollment period, the application will not be carried over to the following year.

Misrepresentation of Admission and Enrollment Information

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

Students who have been expelled from another school require special consideration by the class teacher and the Principal and may not be admitted.

GOLDEN VALLEY CHARTER SCHOOL OF SACRAMENTO ORANGEVALE, CALIFORNIA

Adult Code of Conduct Policy *(Approved by the Board of Trustees 12-7-10)*

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

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

DEFINITIONS OF UNACCEPTABLE BEHAVIOR:

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

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

PROCESS & CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

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

STATE LAW REGARDING UNACCEPTABLE BEHAVIOR

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

CAMPUS BEHAVIOR REGULATIONS

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

- Please refrain from the above Unacceptable Behaviors at all times.
- Please understand that school employees (teachers) may not be able to respond to your immediate need and that it may be necessary for you to come back at another time or to make an appointment.
- Please speak with your Class Teacher at an appropriate time if you or your child has an issue in the classroom or on the playground. If you have an issue with a Subject Specialist, Education Specialist, or Yard Duty person, please speak with your Class Teacher first.
- Please always use student-appropriate language and behavior on campus.
- Please honor each teacher's "Class Rules."
- Please do not enter the Home Room/Faculty Lounge unless you are a school employee.
- If you are asked to leave an area or room on campus, please do so immediately without resorting to any unacceptable behaviors as defined above.

SCHOOL OFFICE BEHAVIOR REGULATIONS

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

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

EMAIL ETIQUETTE

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

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

GOLDEN VALLEY CHARTER SCHOOLS

BULLYING PREVENTION POLICY AND PLAN

(BOT approved 2017.08.29)

Bullying Behavior Defined

Bullying is defined in California Education Code Section 48900(r)(1). It means **severe** or **pervasive** physical or verbal act(s) or conduct including written or electronically transmitted material. Bullying is **one** or **more** acts committed by a student or group of students, directed toward one or more students which can reasonably be predicted to have the effect of one or more of the following on the targeted student(s):

- fear of harm to person or property
- detrimental effect on physical or mental health
- interference with academic performance
- interference with the ability to participate in or benefit from the services, activities or privileges provided in school

Harassment consists of unwelcome written or spoken comments or conduct which violates an individual's dignity and/or creates an intimidating, degrading, hostile, humiliating or offensive environment.

California Education Code Section 220 prohibits discrimination on the basis of disability, gender, nationality, race, ethnicity, national origin, religion, sexual orientation, gender identity or gender expression, or association with a person or group with one or more of these actual or perceived characteristics or an other characteristic contained in the definition of hate crimes (Penal Code Section 422.55).

Further, in California, required school safety plans must include policies and procedures to reduce **bias-related discrimination, harassment, intimidation and bullying** based on identified actual or perceived characteristics identified above.

Accordingly, the term "bullying" for the purposes of this Prevention and Intervention Plan, is used in a comprehensive way to additionally include bias-related discrimination, harassment and intimidation.

- **Verbal & Written:** name calling, teasing, abuse, putdowns, sarcasm, insults, threats, “jokes” concerning perceived gender expression, sexual orientation or other distinguishing characteristics
- **Physical:** hitting, tripping, punching, kicking, scratching, spitting, interfering with a person’s medical assistive devices such as wheelchairs, hearing aids, etc.
- **Social & Psychological:** ignoring, shunning, excluding, alienating, making inappropriate gestures, spreading rumors, using threatening looks or gestures, hiding or damaging personal property
- **Cyber:** use of electronic devices such as computers, phones, or cameras to accomplish verbal, written or social/psychological bullying behavior

This *Bullying Prevention Policy and Plan* describes our process for **preventing and responding to bullying in our school community and our goal to create a more peaceful world**. This plan includes Golden Valley Charter Schools’ policies and procedures for creating a positive, peaceful education environment, including welfare and discipline policies that apply to student and adult behavior.

Responsibilities

We exist in a society where incidents of bullying behavior may occur. Preventing and responding to this behavior in learning and working environments is a shared responsibility. In order for bullying to be addressed appropriately, all administrators, faculty, staff, students, parents, caregivers and members of the greater school community must recognize bullying behavior and take individual and collective responsibility for its elimination at Golden Valley Charter Schools and in our world.

Faculty and Staff Responsibilities

- Respect and support students
- Model and promote appropriate behavior
- Have knowledge of school policies relating to bullying behavior
- Implement policies relating to bullying behavior
- Respond in a timely manner to incidents of bullying according to the Golden Valley

Charter Schools *Bullying Prevention Policy and Plan*

- Address behavior that is disruptive, abusive and/or destructive to individuals or the class as a whole
- Provide curriculum and pedagogy that supports students to develop an understanding of bullying and its impact on individuals and the broader community
- Teach students skills and strategies to recognize and address bullying and destructive behavior as outlined in the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Respond to all reported and observed incidents of bullying as described in the Bullying Prevention Policy and Plan and the school discipline policy.
- Ensure that students are supervised at all times.
- Report all instances of bullying.
- Create a culture where it is acceptable and encouraged to report bullying incidents.

Student Responsibilities

- Be kind and helpful to everyone.
- Respect individual differences.
- Behave as responsible citizens at school and in our greater community.
- Act as peacekeepers in the school community.
- Resolve differences with respect, seeking help when needed.
- Follow the Golden Valley Charter Schools *Bullying Prevention Policy and Plan*.
- Act as a responsible witness or bystander by understanding destructive and bullying behavior.
- Report incidents of bullying according to the Golden Valley Charter Schools Bullying Prevention Policy and Plan.
- Know what is unacceptable behavior at Golden Valley Charter Schools.
- Help to create and maintain a culture where bullying is not tolerated by speaking out and exercising kindness, courage and compassion.
- Be assertive. Tell a person who is using bullying behavior that you do not like the

behavior and how it makes you feel.

- Seek help from a teacher or other adult if bullying behavior continues.
- If you see someone else being bullied, tell the person who is “bullying” to stop.
- Report any instances of cyber-bullying to a teacher or another adult.
- Act as a responsible bystander. If you see someone being bullied, help them.

Parent Responsibilities

- Support their children to become responsible citizens and develop responsible behavior.
- Be aware of the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* and assist their children in understanding bullying behavior.
- Support their children in developing positive responses to incidents of bullying, consistent with the school *Bullying Prevention Policy and Plan*.
- Report incidents of school related bullying to the teacher and principal.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

School Community Responsibilities

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community.
- Support the Golden Valley Charter Schools *Bullying Prevention Policy and Plan* through words and actions.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Practice Empathy And Compassion Everywhere

Bullying Prevention Policy and Plan

This plan outlines our process for preventing and responding to all forms of bullying in our community.

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, events, function or programs whether on or off school grounds, on field trips, during transportation to or from field trips, or through the use of technology or any electronic device owned, leased or used by Golden Valley Charter Schools.

Bullying is also prohibited at a location, activity, event, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for any person, infringe on the rights of any person at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Golden Valley Charter Schools expects administrators to communicate clearly to students, faculty, staff and the greater school community that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students and termination for employees.

All faculty and staff members are required to report any bullying or harassment they see or learn about. Each allegation of harassment or bullying will be promptly and reasonably investigated. The administration will be responsible for handling all complaints alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

Procedures

Reporting Acts of Bullying, Harassment or Retaliation

1. If any employee of Golden Valley Charter Schools observes, has been reported to, or otherwise becomes aware of a possible act of bullying, harassment, or retaliation, that person must report the event to a school administrator within one full school day, using the Bullying Incident Reporting Form, or other appropriate means of communication.
2. If a student expresses a desire to report or discuss a possible incident of bullying,

- harassment or retaliation with a staff member, the staff member will, in a timely manner, provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. Reporting forms may be obtained in the school's main office, classrooms, on the school website, and other locations determined by the school. All members of the school community (students, faculty, staff, parents, and members of the greater community) may report an act of bullying or retaliation to a school administrator via the Bullying Incident Reporting form or other appropriate means of communication. If a student requires help completing the form, a staff member will provide the necessary assistance.
 4. Golden Valley Charter Schools will create ways in which Bullying Incident Reporting forms may be submitted to the school administration, including means to report anonymously.
 5. Information obtained from the Bullying Incident Report form shall be recorded and filed by the school.

Investigating of Acts of Bullying, Harassment and Retaliation

1. The designated administrator must initiate an investigation of a report of bullying, harassment, or retaliation within one school day after being notified of a possible incident, consistent with due process rights, using the Bullying Investigation and Determination form.
2. The designated administrator will conduct an investigation to determine both whether an act of bullying, harassment, or retaliation occurred, and which person(s) were responsible for the act(s) and/or who played a role in perpetrating it.
3. Other related complaints regarding the involved parties, including those from previous schools, will be reviewed as part of the investigation process.
4. The designated administrator will contact the parents/guardians of all related parties by the end of the administrator's day in which the investigation was initiated and inform them of the status of the investigation.
5. Discussions with all parties should be documented by the investigating administrator as soon as possible after the event.
6. When an act of bullying, harassment, or retaliation has been determined the designated administrator will apply consequences consistent with due process rights using the school Code of Conduct as a guide.

7. Measures will be taken to ensure that any person providing information contributing to the investigation of an incident will be protected from retaliation.
8. If the act of bullying, harassment or retaliation are considered to be delinquent acts, the individual involved shall be reported to the designated administrator promptly and if necessary to the responsible law enforcement agency in accordance with the laws of the State of California.
9. The designated administrator will notify parents/guardians of all parties involved in the incident, the outcome of the investigation and whether disciplinary action was taken.
10. The designated administrator will create a written record of the incident and any disciplinary actions taken, as well as the statements of each party involved.

Following Up on Acts of Bullying, Harassment or Retaliation

1. After the determination that an act of bullying, harassment, or retaliation has occurred and after appropriate disciplinary action has been taken, the designated administrator will develop with all parties involved and their parents or guardians an appropriate plan of action - a Safety Plan for the “target” or a Conduct Plan for the “aggressor”. Both plans will include notifying teachers not only of the incident, but also of all the parties involved, specifying their roles.
2. The Safety Plan will include, but not limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following:
 - No acts of retaliation have occurred.
 - Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts.
 - Information regarding outside support services are provided to students and family.
 - The frequency and duration of check-ins will be determined on a case-by-case basis, but ***will not be less than two times per week for a period of four weeks.***
 - After two weeks, the check-in person will provide a progress report on the emotional well-being of the student to the designated administrator.
 - The safety plan cannot be discontinued without the agreement of the student, the parents/guardians, the designated check-in person, and the designated

3. The Conduct Plan will include, but not be limited to, the following: a staff member (as designated by the administrator, student, and the parents/guardians) will be assigned as a check-in person to regularly meet with the student to ensure the following. Compulsory Conduct meetings will be held by the designated administrator as part of the Conduct Plan.
 - No further acts of bullying, harassment, or retaliation have been committed.
 - The student has been educated regarding acceptable alternative behaviors.
 - The student has received further education regarding the school's bullying prevention policy, including the potential for more severe school consequences and/or criminal charges being filed. In addition, the student will be informed of the consequences for retaliating against targets, reporters or witnesses.
 - The frequency and duration of these meetings will be agreed upon and will depend upon future actions. However, the *minimum requirement will not be less than two times per week for a period for four weeks.*
 - Information regarding outside support resources will be made available to the student and their parents/guardians.
 - A progress report identifying student conduct will be provided after two weeks.
 - Discontinuation of the conduct plan will be determined by the designated administrator. All meetings and the ending of the conduct plan should be documented and kept throughout the student's school career. Parents/guardians will be notified of the discontinuance of a conduct plan.

Strategies

At Golden Valley Charter Schools we will:

- Openly talk about bullying - what it is, how it affects us, what we can do about it.
- Teach students the skills they need to build their self-esteem.
- Empower students to take responsibility for their own well-being, and give students the opportunity to practice these skills.



- Investigate all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Follow up on all reports of bullying behavior according to the procedures described in the Bullying Prevention Policy and Plan.
- Respond to substantiated instances of bullying behavior according to the discipline policy and all relevant GVCS policies and procedures.
- Involve students, faculty, staff, parents and members of the greater community in creating a positive and peaceful school community.

Programs & Curriculum

Golden Valley Charter Schools utilizes a variety of programs and curriculum in our classrooms. As we are a Waldorf School, each teacher works within the developmental stages of the child as described by Rudolf Steiner and works to educate the whole child - the head, the heart and the hands. Specific curriculum is introduced to the students, at particular times based on this work. Supplementary programs and curriculum are used to complement the Waldorf curriculum to create an environment that is in line with our goals of creating a peaceful school community. Following are the cornerstone pieces that we implement as we strive for that peaceful school community.

Virtues Project

The Virtues Project is an initiative created to inspire the practice of virtues in everyday life. The Virtues Project empowers individuals to live more authentic, meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

We work to instill the virtues into everyday life in the classroom and the school community. Golden Valley practices the virtue of the month to focus on one virtue each month during the school year, bringing a consciousness around a particular virtue and working to develop a clear understanding of that virtue as it lives in the individual, the classroom, and the greater community.

Agreements are a specific “code of conduct” by which different groups in our community can interact peacefully. Agreements should be made at all levels of our community:

Between Faculty, Staff, Governing Councils and Students. Each body must create agreements together that are attainable and able to be “agreed upon” by all parties involved. Classroom agreements will be made in each grade, complimenting the curriculum for the year and the developmental and social needs of each class.

As each body of the school has established agreements, each body must also establish follow-up actions or consequences for breaking agreements.

Class Meetings & Sharing

Regular Class Meetings or an organized Class Sharing Time are important tools toward creating a peaceful school environment. Class meetings can be very effective and have a powerful influence on the trust and honesty as well as the level of communication that exist in a class.

An effective class meeting has very specific ground rules for how individuals interact. These ground rules should be set and agreed upon by the group. In an organized class meeting, the teacher / facilitator leads the meeting so that each student has the opportunity to share something with the group. As students share with the group, the teacher / facilitator has the task of engaging the group in a discussion and keeping that discussion on task and positive by asking guiding questions and participating according the established procedures for the class meeting. A class meeting offers a safe venue for students to make acknowledgements or share concerns with their class as a whole.

Student Council

Our Student Council is a student run governance body that exists in our school. Student Council works to plan special days for students, to recommend changes to policies that directly effect students, and advocate for students in our school community. Student government is a positive way for students to be actively involved in their school, empowering students and giving them a voice in their school. Grades 5 - 8 are involved with Student Council with each grade being represented by two students chosen by their class and their teacher.

Empathy training is simply offering tools and practice to sharpen student's listening skills. The focus is on listening to what is most important to the person talking rather than listening for the story. This program would offer these skills to middle school students who could serve as 'empathy first responders' for the younger grades.

Student Empowerment Project

This concept has been used in other school's to empower students to co-create their school social health experience. It is focused on offering students a new approach to deal with conflict through 'empathy' and basic mediation training. The curriculum would be offered to middle school grades who then could practice and support the younger grades on the playground or during 'buddy' time. It would also include fun, interactive training that will help students develop their sense of values and leadership skills, expanding their 'toolbox' in stressful or conflict situations both when they are directly involved or a witness to conflict.

Cyber Civics

Cyber Civics is a computer literacy program designed to bring an appropriate approach to online communication. It teaches etiquette, as well as respect for this powerful form of communication. Cyber Civics begins in Grade 6 and continues through Grade 8.

Faculty / Staff Development

Throughout the school year, Golden Valley Charter Schools hosts a variety of Faculty / Staff enrichment and development events. Presentations are geared toward a variety of topics, but social health and a peaceful school environment are areas that will be addressed regularly.

Parent Enrichment

Throughout the school year, Golden Valley Charter Schools hosts a variety of Parent Enrichment events. Presentations are often oriented toward Waldorf Education, child development, parenting, responsible use of technology, and creating positive relationships and a positive social environment.

As a result of implementing a *Bullying Prevention Policy and Plan*, we strive to see:

- Golden Valley Charter Schools providing a safe place for students to learn and play.
- an initial increase in the number of students who report bullying behavior, followed by an elimination of bullying behaviors.
- better attendance at school.
- better performance in school work.
- Golden Valley Charter Schools faculty and staff utilizing strategies and procedures as described in the Bullying Prevention Policy and Plan.
- Golden Valley Charter Schools students utilizing strategies and procedures as modeled and taught by school faculty and staff.
- parents and community members recognizing and supporting the school Anti-Bullying Plan.
- the whole school community working to create a peaceful and supportive school environment.

Evaluation

Golden Valley Charter Schools conducts annual parent surveys, as well as faculty and staff surveys. By including questions related to the school climate, we will have the opportunity to gather information from our community as a whole regarding the social health of our school from a variety of perspectives. Student surveys are also an important tool. An annual review of reported bullying behaviors as well as suspensions and expulsions is included in our Local Control Accountability Plan (LCAP). The LCAP is presented to our school district as well as the state and outlines goals and outcomes measuring overall school performance

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.

Rudolf Steiner



Student Dress Code ADMINISTRATIVE REGULATION

INTRODUCTION

The scope of education provided at Golden Valley Charter Schools does not stop with the core curriculum but extends to consideration of the environment into which the children come as they attend school. We wish to surround the child with a nourishing environment that is beautiful and supports learning. The dress code shall apply to school functions and field trips.

DRESS CODE

GVCS endeavors to form a healthy school-time environment by guiding children towards appropriate school attire. Support is most needed and appreciated in the following areas.

To ensure a safe environment for our children, have them:

- Leave dangling jewelry and earrings at home. The only pierced jewelry allowed is earrings (except where permitted for the 7th and 8th grades; see below).
- Come well dressed for the weather and movement. Our educational model includes movement several times a day. Rain Policy: Your child should plan to play outside even when it rains. Children will not be allowed outside on rainy days without a raincoat and hat, which excludes them from much needed play.
- Come wearing comfortable, practical, flat-soled, shoes that are firmly attached to the feet. No flipflops or shoes with heels are allowed. Check schedules for GAMES classes. These classes require flexible, firm- fitting running shoes worn with socks, though every day at school requires physical activity and movement.
- To create an environment focused on learning and which provides a wholesome social atmosphere, the children should wear:
- Clothing, hats and lunchboxes free of printed messages, pictures or images. Words or images on clothing should be no larger than 2" X 4". The one exception shall be for single images from nature and the words from the list of virtues.

DRESS CODE AND FREE SPEECH GUIDELINES

- Prints, plaids, stripes or solids are allowed
- School related apparel such as: Golden Valley T-shirts, Eagle Chase T-shirts, etc.
- Shoes free of lights and/or wheels.
- Clothing (tops, pants, dresses...) cut so that underwear is not visible. Specific examples are:
 - Tops that cover the midriff even when arms are extended overhead, with the torso completely covered.
 - Pants that cover the hipbones.
 - Skirts and shorts at least mid-thigh length.
 - Clothing free of purposeful cutting, slashing, or ripping.
 - Width of straps on shoulders a minimum of 1" wide. Tops with necklines and sleeve-holes that keep the chest covered. No spaghetti straps (except where allowed in 7th and 8th grades; see below).

Children (kindergarten through 6th grade) are asked to come to school free of make-up. Exaggerated, distracting hair-dos, such as mohawks or spikes, are not permitted at school. Hair color must look natural – it must be a color that grows on humans.

1. Children sent to school inappropriately attired will be sent to the office receptionist and given a t-shirt to wear for the day. With the first two occurrences, the parents will be notified. On the third occurrence, the parents will be called to either bring a change of clothes or to bring their child home.
2. These guidelines may not cover all situations and teachers may have special need to address particular attire.
3. Please contact your class teachers if you have any questions about specific articles of clothing.

Upper Grades 7-8 ONLY:

- Only positive messages/words are permitted on outerwear.
- Spaghetti straps are permitted, as long as the chest area is adequately covered.
- Piercings allowed include stud-type nose rings and earrings ONLY. For the safety of students, no hoops or dangling nose rings or earrings are permitted.
- Animals, Elements of nature, Landscape scenes.



ASSEMBLY DRESS

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

FREE SPEECH

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

VOLUNTEER POLICY

(Approved by the Board of Trustees on June 8, 2022)

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 regularly 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.

Volunteer Supervision, Behavior, and Responsibilities

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

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

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

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

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

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.

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.

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, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to:

- Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
- Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
 - Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person that age, or for a person of that age with the pupil’s exceptional needs.
- Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
- For students in grades 4 to 12, committed sexual harassment
- Caused or participated in an act of hate violence

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

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

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

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

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

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

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 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,

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

and county social worker, and for American Indian children, their tribal social worker and, if applicable, their county social worker, at the conference.

Step Three

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

Step Four

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

Step Five

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

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

Step Six

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

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

Step Seven

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

Special Education and Section 504 Student Suspensions

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

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

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

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. For special education and 504

students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

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

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.

The Board of Trustees, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the

rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board of Trustees' determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

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

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

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

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

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

Category III Expulsions – Discretionary Expulsion Recommendation

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

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

D. Procedures to Expel a Student

Step One

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

Step Two

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

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:

INDEPENDENT STUDY BOARD POLICY

These policies apply to all pupils participating in independent study at the Golden Valley Charter Schools (the “Charter School”).

Each student’s independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees.

For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be as follows:

- For pupils in kindergarten and grades one through three, 15 days
- For pupils in grades four through eight, 15 days

When special or extenuating circumstances justify a longer time for individual students, the director or their designee may approve a period not to exceed 30 days.

Missed Assignments and Level of Satisfactory Progress: When any student fails to complete 4 missed assignments during any period of 15 days or fails to make satisfactory progress (as defined below) the Charter School will conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study or to return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Satisfactory educational progress shall be based on all of the following indicators, as applicable:

- Pupil achievement and engagement, as measured by all of the following, as applicable:
 - Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education),
 - The percentage of English learner pupils who make progress towards English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board),

- The English learner reclassification rate,
- Pupil engagement, as measured by all of the following, as applicable:
 - School attendance rates,
 - Chronic absenteeism rates,
 - Middle school dropout rates,
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning requirement concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Academic Content: Independent study shall include the provision of content aligned to grade level standards that is substantially equivalent to in-person instruction.

Tiered Reengagement: For all pupils participating in independent study for 16 or more schooldays in a school year and who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar, found not participatory in required synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable to the student's grade span, or who are in violation of their written agreement, the Charter School shall have local programs intended to address chronic absenteeism, as applicable, including at least the following reengagement strategies:

- Verifying current contact information for the pupil,
- Notifying parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation,
- A plan for outreach from the Charter School to determine pupil needs, including a connection with health and social services, as necessary,
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil's written agreement, reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the school's policies regarding the maximum amount of time allowed between the assignment and completion of pupil's assigned work, satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study.

For the purposes of this policy, “pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written independent study agreement.

Opportunities for Live Interaction and Synchronous Instruction: The Charter School shall plan to provide opportunities for live interaction and synchronous instruction as follows for all pupils participating in independent study for 16 or more schooldays in a school year:

- For pupils in transitional kindergarten through grades 1 to 3 inclusive, the Charter School shall plan to provide opportunities for daily synchronous instruction for all pupils throughout the year,
- For pupils in grades 4 to 8 inclusive, the Charter School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the year,
- For pupils in grades 9-12 inclusive, the Charter School shall plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the year.

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.

For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher of record and the pupil.

Return to In-Person Instruction: For pupils who participate in independent study for 16 or more schooldays in a school year and whose families wish to return to in-person instruction from independent study, the Charter School shall allow the student to return expeditiously, and in no case later than five instructional days.

Exceptions for Pupils Under Professional Care: Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The Charter School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

Written Agreements: A current written agreement for each independent study pupil shall be maintained on file for each participating student.

For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

For a pupil participating in an independent study program that is scheduled for 15 or fewer school days, each written agreement shall be signed during the school year in which the independent study takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

The independent study agreement for a student will require and cover a study plan that represents the same amount of study that would be required of a student in the classroom and be consistent with the Charter School curriculum and course of study of students participating in the regular classroom setting.

Agreement Content: Each independent study written agreement shall contain at least all of the following provisions:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding academic progress.
- The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study. The level of satisfactory educational progress and missed assignments shall conform to the requirements specified above in this policy.
- The duration of the independent study agreement, including the beginning and ending dates for participating in independent study, recognizing that no independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits, or for elementary grades pupils, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas such as English learners, individuals with exceptional needs as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Written agreements may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records. Written agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.

Before signing a written agreement pursuant to this policy, a parent or guardian may request that the Charter School conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

INDEPENDENT STUDY PLAN DUE TO SCHOOL CLOSURE OR MATERIAL DECREASE IN ATTENDANCE FOR AFFECTED STUDENTS

For any student impacted by fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity or an order provided for in Education Code section 41422, the Charter School shall offer those students independent study within 10 instructional days of the first day of a school closure or material decrease in attendance. Students with exceptional needs shall receive the services identified in their individualized education programs and may participate in independent study.

As soon as possible, unless prohibited under the direction of the local or state health officer, the Charter School shall reopen for in-person instruction.



STUDENT TECHNOLOGY POLICY

Board Approved 2/8/2017

The Board of Trustees of Golden Valley Charter School (GVCS or Charter School), adopts this Student Use of Technology Policy and Acceptable Use Agreement.

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. GVCS offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. GVCS intends that technological resources, including equipment, provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by GVCS from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

GVCS shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use GVCS's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold GVCS or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless GVCS and Charter School personnel for any damages or costs incurred.



Safety

GVCS shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While GVCS is able exercise reasonable control over content created and purchased by GVCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither GVCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

GVCS through its Executive Director and/or teaching staff shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to GVCS, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.



Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Director or designee shall block access to such sites on Charter School computers with Internet access.

The Director or designee shall oversee the maintenance of GVCS's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with GVCS's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

Parents/Guardians Right to Know Title I, Part A Programs

A Title I, Part A Program Fact Sheet for Parents

The Title I, Part A Program makes it possible to expand the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

There are two kinds of programs that schools can fund through Title I, Part A — *schoolwide* and *targeted assistance*.

- *Schoolwide* means that all students—based on academic need—are eligible to receive the additional instruction this federal program will fund.
- *Targeted assistance* makes it possible to provide the same benefits but only to selected students based on academic need.

Your Right to Know--ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.

1. Professional qualifications of teachers and paraprofessionals who instruct
2. Notification if your child's teacher is not highly qualified
3. Individual report card that lets you know how your child is progressing
4. Notification that the school has entered *school improvement* because its students did not make *Adequate Yearly Progress*—meet the state standard in math or reading or both—for two school years in a row.

Your Right to Know —Professional Qualifications of Teachers

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these 3 essential components of an educator's qualifications.

1. Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
2. Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
3. What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Your Right to Know—Qualifications of Paraprofessionals Who Instruct

Districts employ paraprofessionals to provide instructional support—consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a *schoolwide* program, all paraprofessionals who instruct must have special qualifications. In schools that operate a *targeted assistance* program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications.

1. Completed at least two years of study at an institution of higher education, **or**
2. Obtained an associate's or higher degree.

Notification If Your Child's Teacher Is Not Highly Qualified.

ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by—a teacher of a core academic subject—who is not highly qualified.

Report Card for Every Student

You have a right to know how well your child is progressing. Schools that operate Title I, Part A programs must generate a report card for every student that explains how well that student scored on the state assessment in, at least, reading, English language arts and mathematics.

School Accountability Report Card

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its

progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Notification—Mandatory Throughout School Improvement

Federal law—ESEA—sets a standard for state, district and school accountability, and directs public schools that receive Title I, Part A funds to reach 100% proficiency: *all students reach state academic standards in math and reading.*

Under ESEA, schools, whose students have taken the state assessments and have not met these standards—two years in a row—begin a process of *improvement* in the next school year. There are five Steps to school improvement. At each Step, schools and districts must make sure parents and guardians receive a detailed explanation of the causes and consequences of the school's performance and how to get involved in their student's education.

These notifications must be clear and concise. You should be able to distinguish notifications related to school improvement from other information the school or district sends home. Here are the basics you should expect from your school district.

- What it means to enter a program of school improvement
- Reason this school was identified for improvement
- How the school compares—academically—to other schools in the district and state
- What the school is doing to address the problem.
- What the school district or state is doing to help this school
- How you can get involved, and how you can help to address the academic issues that led to the need for school improvement
- Public School Choice—the option to transfer your student to another public school not in a Step of improvement
- Supplemental Educational Services—the option to access remedial instruction for your student

U.S. Department of Education: 1-800-USA-LEARN (872-5327)

Derechos que Padres/Guardianes deben saber

Título I, Programas de Parte A

Una hoja de Información para Padres de Título I, Programa de Parte A

Título I, Programa de Parte A hace posible ampliar los programas de educación básica que escuelas y distritos ofrecen con servicios y intervenciones que apoyan a estudiantes que luchan. Título I, Parte A es uno de muchos programas regidos por la ley de educación primaria y secundaria (ESEA).

Hay dos clases de programas que las escuelas pueden financiar a través del Título I, parte A, *toda la escuela y ayuda dirigida*.

- *Toda la escuela* significa que todos los estudiantes, basado en la necesidad académica — son elegibles para recibir las instrucciones adicionales de este programa federal que se financiará.
- *Asistencia selectiva*, hace posible proporcionar los mismos beneficios, pero sólo a alumnos seleccionados basados en necesidad académica.

Su derecho a saber - ESEA dirige a las escuelas y a los distritos que notifiquen a los padres acerca de los cuatro requisitos claves de un programa de Título I, Parte A.

1. Requisitos profesionales de los maestros y paraprofesionales que instruyen
2. Notificación si la maestra/o no está calificada
3. Calificaciones Individuales que le permite ver como esta progresando su hijo
4. Notificación de que la escuela ha entrado en *Mejoramiento de Escuela* porque sus estudiantes no lograron *El progreso Anual Adecuado*, cumplir con la normas del estado en Matemáticas, o Lectura o ambos — por dos años escolares consecutivos.

Su Derecho a Saber: Cualificación Profesional de los Maestros

Los padres de los niños, que asisten a escuelas que reciben la financiación de Título I, Parte A, tienen el derecho de pedir y recibir información sobre las calificaciones de los educadores que enseñan a sus hijos temas centrales- Lectura, Artes de Lenguaje de Inglés y Matemáticas. Lo mismo se aplica a paraprofesionales que instruyen.

Como mínimo, la información que reciba debe explicar estos 3 componentes esenciales de las calificaciones de un educador.

1. Si el profesor logró requisitos de certificación para el grado y temas (s) que él o ella está enseñando,

2. Si el maestro tiene un certificado de emergencia o condicional que títulos del estado fueron renunciados.
3. Qué título (s) el maestro tiene, incluyendo certificados de postgrado y títulos adicionales y áreas de concentración.

Su Derecho a Saber: Calificaciones de Paraprofesionales que Instruyen

Distritos emplean a paraprofesionales para proporcionar apoyo en la enseñanza, consistente con la instrucción provista por el maestro o maestros. En las escuelas que operan un programa de *toda la escuela*, todos los asistentes que instruyen deben tener calificaciones especiales. En las escuelas que operan un programa con *objetivo de asistencia*, los paraprofesionales que instruyen a los alumnos atendidos por el programa de Título I, Parte A deben también obtener estos mismos requisitos.

1. Completado al menos dos años de estudio en una institución de educación superior, o
2. Obtener un Asociado o un título más alto.

Notificación si la/el maestra/o No Está Altamente Cualificada.

ESEA dirige a las escuelas a que avien en oportuno a los padres si su hijo ha sido asignado ser enseñado por más de cuatro semanas consecutivas por — un profesor de un tema académico de base, que no es altamente calificado.

Calificaciones Para Cada Estudiante

Usted tiene derecho a saber qué tan bien está progresando su hijo. Las escuelas que operan un programa de Título I, Programas de Parte A deben generar un reporte para cada estudiante que explique lo bien que el estudiante salió en la evaluaciones estatales, por lo menos en, Lectura, Artes del Lenguaje Inglés y Matemáticas.

Informe de Responsabilidad Escolar

Desde Noviembre de 1988, la ley estatal ha requerido a todas las escuelas públicas que reciben fondos estatales que preparen y distribuyan un Informe De Responsabilidad Escolar SARC. Un requisito similar se encuentra también en la primaria federal y ley de educación secundaria (ESEA). El propósito de la tarjeta de informe es proporcionar a los padres y a la comunidad con información importante sobre cada escuela pública. Un Informe puede ser una manera eficaz para una escuela informar sobre su progreso en el logro de objetivos. El público también puede utilizar un Informe para evaluar y comparar las escuelas en una variedad de indicadores.

Notificación: Obligatoria a través del Mejoramiento escolar

Ley Federal — ESEA — establece un estándar de responsabilidad del estado, distrito y escuela y dirige a las escuelas públicas que reciben fondos de Título I, Parte A para llegar al 100% de dominio: *todos los estudiantes alcanzan estándares académicos del estado en Matemáticas y Lectura.*

En ESEA, escuelas, cuyos alumnos han tomado las evaluaciones del estado y no cumplen estas normas — dos años seguidos, comienzan un proceso de *mejoramiento* en el próximo año escolar. Hay cinco pasos para el mejoramiento de la escuela. En cada paso, las escuelas y distritos deben asegurarse de que los padres y tutores reciban una explicación detallada de las causas y consecuencias del de la escuela y cómo involucrarse en la educación de sus estudiantes.

Estas notificaciones deben ser claras y concisas. Usted debe poder distinguir las notificaciones relacionadas con el mejoramiento de la escuela de otra información de que la escuela o el distrito envía. Aquí está lo básico que debe esperar de su distrito escolar.

- **Lo que significa entrar en un programa de mejoramiento de escuela**
- **Razón que esta escuela fue identificada para Mejoramiento**
- **Cómo se compara la escuela — académicamente, a otras escuelas en el distrito y el estado**
- **Qué está haciendo la escuela para mejorar el problema.**
- **Lo que el distrito escolar o el estado está haciendo para ayudar a esta escuela**
- **Cómo puede involucrarse, y cómo usted puede ayudar a tratar los asuntos académicos que llevaron a la necesidad de mejoramiento a la escuela**
- **Elección de escuela pública, la opción de transferir a su estudiante a otra escuela pública, no en un paso de Mejoramiento**
- **Servicios Educativos Suplementarios: la opción de acceder instrucción correctiva para el alumno**

Departamento de Educación : 1-800-USA-LEARN (872-5327)

PARENT AND FAMILY ENGAGEMENT POLICY

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

I. Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley Orchard School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.¹

II. Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

III. Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the Parent and Family Engagement Policy ~~parent involvement policy~~;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

IV. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the Parent and Family Engagement Policy ~~parent involvement policy~~ and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

V. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.



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- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students.

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.



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The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

VI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

VII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

VIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.



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The School will provide other reasonable support for parental involvement activities as requested by parents.

PARENT AND FAMILY ENGAGEMENT POLICY

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

I. Introduction

Research has shown that the attitudes, behavior, and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the Golden Valley River School (the "School") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the School.¹

II. Annual Meeting

The School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure maximum parental participation, providing the same information to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

III. Notice

Within 60 days of the beginning of school, the School will send a notice to parents of participating children containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the Parent and Family Engagement Policy;
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the School, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

IV. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the Parent and Family Engagement Policy and the School will involve parents of participating students as follows:

- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 10 days.

V. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the School, parents and the community to improve student academic achievement, the School will provide the following programs to assist parents in understanding the challenging State academic standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to as "Standards and Requirements"):

- Each grade level will hold a minimum of two Parent Meetings per year so that parents may mingle with their child's teacher to find out specific ways to help with educating their child.
- On the School's website, it will provide a link to its School Accountability Report Card on the California Department of Education's website.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the School will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The School's principal will visit the classes to interact with the parents.
- The School will provide parents with access to classes to obtain their GED.
- The School will provide parents with access to literacy programs that bond families around reading and using the public library.



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- The School will provide parent enrichment offerings on parenting skills and parent-child communication.
- The School's psychologist will work with parents to better understand their children and the issues facing them.

C. Education on Parent Involvement

The School will annually educate teachers, specialized instructional support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the School, the education will take place after the following research is done (which shall be accomplished within the first 30 days of the commencement of the School year):

- A survey will be sent home to parents of participating students which solicits information on what skills each parent has to offer the School and what types of parental involvement programs in which parents would most likely participate.

D. Coordination with Other Programs

The School shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The School will coordinate and integrate parent involvement programs and activities with these programs as follows:

- Designating family engagement as one of the school's Local Control Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
- Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, and programs to support families in participating in the education programs for their students.

E. Other Optional Parent Participation

The School will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training by soliciting feedback on annual parent input surveys.



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The School will provide parent enrichment offerings for parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation, the School will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the School.

The School will adopt and implement model approaches to improving parental involvement.

The School will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, creating internships for students, etc.

VI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

VII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The School will provide full opportunities for participation for parents and family members of limited English proficient students, disabled parents and parents of migratory children. To accomplish this goal, the School will do the following:

- The School will provide language translators at parent meetings to the extent practicable.
- The School will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The School will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework.

VIII. Miscellaneous

The School shall ensure that all information related to School and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.



GOLDEN VALLEY
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The School will provide other reasonable support for parental involvement activities as requested by parents.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt.: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Child Care and Development | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Agricultural Vocational Education | <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Economic Impact Aid | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Pupil Fees ☐ Pupils from Military Families |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> Pregnant and Parenting Pupils |
| <input type="checkbox"/> Career/Technical Education and Training | <input type="checkbox"/> Lactating Pupils | <input type="checkbox"/> Migratory Pupils |
| | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Tobacco-Use Prevention Education |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Religion Sex (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Nationality/National Origin | |



1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

UNIVERSAL COMPLAINT POLICY AND PROCEDURES

It is the policy of the Golden Valley Charter Schools (the “Charter School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Charter School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The Charter School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP: If, however, the complainant does not feel comfortable with this approach and the complaint relates to any of the topics below, the complainant must use the complaint procedure identified below. If the complaint relates to a different type of complaint, and to obtain information about making a different type of complaint contact:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr
Orangevale, CA 95662
(916) 987-6141

The Charter School will investigate relevant complaints, as identified below, and seek to resolve them in compliance with this policy:

- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and section 11135 of the Government Code, including any actual or perceived characteristic as set forth in section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the school;
- Improper student fees;
- Failure to accommodate lactating students
- Noncompliance with the rights of pregnant and parenting students;

- Failure to provide Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources;
- Failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education;
- Failure to comply with statutes relating to the education of homeless students, students in foster care, former juvenile court school students, students who are children of a military family, or migratory students;
- A complaint about the Charter School's safety plan;
- A complaint that the Charter School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable. This complaint may be filed by any member of the public and may be filed anonymously;
- Every Student Succeeds Act;
- A complaint that the governing body of the Charter School has refused to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study and contributions of any individual group consistent with the requirements of Education Code sections 51204 and 60040, unless the study of the role and contributions violates Section 51501 or 60044. A complaint filed for this reason may be filed with the Superintendent of Public instruction directly if immediate action is necessary. The complaint may be filed by any member of the public and may be filed anonymously;
- A complaint that the governing body of the Charter School adopted or approved the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if its use would subject a pupil to unlawful discrimination;
- School or athletic team names, mascots, or nicknames pursuant to Education Code section 221.3;
- Other violation of state or federal law under the following: Consolidated Categorical Aid Programs, including improving academic achievement, compensatory education, English learner programs, Physical Education; School Plans for Student Achievement.

Types of Complaints Not Covered by the UCP

Many complaints do not fit within the above-listed complaints to be made through the UCP. Some of these include, but are not limited to:

- Classroom assignments
- Common core

- Grades and graduation requirements
- Hiring and evaluation of staff
- Homework policies and practices
- Provision of core curricula subjects
- Student advancement and retention
- Student discipline
- Student records
- Employment complaints
- Open meetings and board meetings
- Other general education requirements

Internal Procedures:

As an initial matter, each supervisor has the responsibility to maintain a workplace and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Consequently, should the supervisor become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that relates to a complaint to be made in accordance with this policy (as identified above), has a responsibility to report the situation immediately to:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the Charter School will assist the complainant in filing the complaint.

When making a UCP complaint, if the employee or student is not comfortable contacting the Principal or if that individual is not available, the employee or student should contact:

Caleb Buckley, EdD, Executive
1000 River Rock Drive, Suite 220
Folsom, CA 95630
(916) 597-1477

The Executive Director and Principals have been designated to handle inquiries regarding the UCP complaints. OCR Non-discrimination notice. A UCP Complaint Form may be obtained from the Executive Director or Principals.

Anonymous Complaints: Students making a complaint of improper fees or complaints that the Charter School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Executive Director or his/her designee. Such extension by the Executive Director or his/her designee shall be made in writing. The period for filing may be extended by the Executive Director or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the Charter School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving a complaint required to be filed under the UCP, the Charter School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60-day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Executive Director or his/her designee will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Civil Rights Department (the "CRD") for investigation as required by law.

Written Decision: The Executive Director or his/her designee shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the Charter

School's decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Executive Director or his/her designee will send a copy of the written decision to the complainant.

Appeal of School's Decision

Appeal to CDE: Except for complaints that are not required to be processed through the UCP, a complainant may appeal a decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the Charter School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the Charter School to make the necessary findings and conclusions on any issue not addressed. The Charter School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the CRD.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment, should follow the complaint process identified in the employee handbook, but may file a complaint directly with the CRD. The CRD serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the CRD finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the CRD may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the CRD and a Right to Sue Notice has been issued. For more information, contact the CRD toll free at (800) 884-1684, or email the CRD at contact.center@calcivilrights.ca.gov or visit its website at www.calcivilrights.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the Charter School's policy for the Charter School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the Charter School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner

in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the Charter School's retaliation policy include seeking advice from the CRD or Commission; filing a complaint with the CRD, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the Charter School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the Charter School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The Charter School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the Charter School's website.

TITLE IX SEXUAL HARASSMENT POLICY AND GRIEVANCE PROCEDURES

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX Personnel/Parties

The Charter School's Title IX Coordinator is:

Golden Valley Orchard

Becky Page, Principal
6550 Filbert Ave
Orangevale, CA 95662
(916) 987-1490

Golden Valley River

Ryan Sutton, Principal
9601 Lake Natoma Dr,
Orangevale, CA 95662
(916) 987-6141

Investigator: The Title IX Coordinator may act as investigator of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the investigator shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the investigator is that of fact finder.

Decisionmaker: The Title IX Coordinator may also act as the decisionmaker of complaints of sex discrimination under Title IX. Alternatively, in the Title IX Coordinator's discretion, the Title IX Coordinator may designate that role to another individual. In any event, the decisionmaker shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The role of the decisionmaker is to evaluate evidence and make a determination regarding the formal complaint, including submitting a written determination of findings.

Complainants: The following person(s) have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the Charter School investigate and make a determination about alleged discrimination under Title IX: 1) A complainant; 2) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of the complainant; and 3) The Title IX coordinator.

If the complaint involves sex discrimination other than sex based harassment, a complaint may be made by any student or employee or any person other than a student/employee who was participating or attempting to participate in the Charter School's education program or activity at the time of the alleged sex discrimination.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has

the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Education

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a nonaggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Title IX Coordinator Responsibilities

The Title IX Coordinator will take the following actions when notified of conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- Treat the complainant and respondent equitably;
- Offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures identified herein are initiated or if an informal resolution process has been offered to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and the informal resolution process, if available and appropriate;
- Monitor the Charter School's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, and take steps reasonably calculated to address such barriers
- If a complaint is made, notify the respondent of the grievance procedures and informal resolution process, if available and appropriate.

Reporting Allegations of Sex Discrimination

All employees who are not confidential employees are required to notify the Title IX Coordinator when the employee has information about conduct that may constitute sex discrimination under Title IX or its implementing regulations.

Employees, students and/or their parent/guardian/caregiver, may report sex discrimination to the Charter School's Title IX Coordinator, or to any other Charter School employee, who shall inform the Title IX Coordinator of that complaint.

Complaints may be made in writing, orally, via email, telephone or by any other means reasonably contemplated to result in the complaint reaching the Charter School's Title IX Coordinator.

Procedures

The Charter School's Title IX grievance or complaint procedures apply only to conduct that falls within the definition of sex discrimination under Title IX. Other allegedly offensive conduct may not fall within this process, but may be investigated and handled through other complaint procedures. In order to evaluate which complaint procedures apply, the Title IX Coordinator shall review the complaint to determine if the conduct falls within the definition of sex discrimination under Title IX and its implementing regulations. If a complaint falls within both the Title IX definition and within the definition of complaint subject to the Uniform Complaint Procedure, both processes may be followed. Please contact the Schools Principal to understand all of the School's complaint process options.

Response to an Informal Complaint

Upon receipt of a report of sex discrimination without a formal written complaint, the Title IX Coordinator will offer and coordinate supportive measures for the complainant and explain to the complainant (or other person reporting the behavior) the right and process to file a formal complaint.

In the event there is no formal complaint, the Title IX Coordinator shall determine whether to initiate a complaint of sex discrimination that complies with the complaint procedures identified herein. This determination need not be made if the Title IX Coordinator reasonably determines

that the conduct as alleged could not constitute sex discrimination under Title IX or its implementing regulations.

In making this determination, the Title IX Coordinator shall consider the following, within 20 days of receiving an informal complaint:

- 1) The complainant's request not to proceed with initiation of a complaint;
- 2) The complainant's reasonable safety concerns regarding initiation of a complaint;
- 3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- 4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- 5) The age and relationship of the parties, including whether the respondent is an employee of the Charter School;
- 6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- 7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- 8) Whether the Charter School could end the alleged sex discrimination and prevent its recurrence without initiating its complaint procedures.

After consideration, if the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the Charter School from ensuring equal access on the basis of sex in its education program or activity, the Title IX Coordinator may initiate a complaint.

Regardless of whether a complaint is initiated, the Charter School shall take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to continue or recur within the Charter School's education program or activity.

A formal complaint means an oral or written request to the Charter School that objectively can be understood as a request for the Charter School to investigate and make a determination about alleged discrimination under Title IX or its implementing regulations. The Title IX Coordinator may request the complainant to fill out a formal complaint form in order to initiate a formal complaint, although that formality is not required.

Supportive Measures

Supportive measures are non-disciplinary and nonpunitive and shall be available at any time during a Title IX investigation. These may include, but are not limited to, counseling, extensions of deadlines and other course-related adjustments, campus escort services, increased security and monitoring of certain areas of the campus, restrictions on contact applied to one or more parties, leaves of absence, changes in class, work, or extracurricular or any other activity regardless of whether there is or is not a comparable alternative, training and education programs related to sex-based harassment.

The complainant or respondent shall have a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Charter School's decision to provide, deny, modify, or terminate supportive measures applicable to them. A party will also be provided the opportunity to seek additional modifications or termination of a supportive measure if circumstances change materially.

The Charter School will not disclose information about any supportive measures to persons other than the person to whom they apply, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when a legal exception applies.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of supportive measures.

Response to a Formal Complaint

In response to a formal complaint, the Title IX Coordinator confirm, in writing as described below, the receipt of the complaint and will determine whether the allegations fall within the definition of sex discrimination under Title IX. If so, the Title IX Coordinator will follow this policy to resolve the complaint. If it does not, the Title IX Coordinator will either dismiss the complaint or refer the complaint to a different division with the Charter School to handle the complaint, such as through the school's Uniform Complaint Procedures.

The Title IX Coordinator will initiate an investigation, by identifying an investigator and/or decisionmaker. A written decision shall be issued within sixty (60) calendar days receipt of the formal complaint.

If a complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, throughout the Charter School's implementation of grievance procedures.

Emergency Removal: The Charter School may remove an accused from the Charter School's education program or activity on an emergency basis, provided that the Charter School first undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sex discrimination justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

If the respondent is an employee, the employee may be placed on administrative leave during the formal investigative process. If the respondent is a student, state and federal laws may impose additional procedural requirements for removal.

Written Notice of the Formal Complaint

Within 10 calendar days of the receipt of the formal complaint, the Title IX Coordinator shall provide the parties with a notice of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) the identities of the parties involved in the incident; (3) the conduct alleged to constitute sex discrimination under Title IX and its implementing regulations; and (4) the date(s) and location(s) of the alleged incident(s), (5) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence, and if the Charter School provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party; and (6) a statement that retaliation is prohibited.

During the Grievance Process:

Investigation

The investigator will review the complaint and other submitted evidence, gather additional evidence, and interview witnesses or parties. The investigator may also offer, modify or terminate supportive measures.

The investigation shall be adequate, reliable, and impartial. To do so, the Charter School shall: 1) ensure that the burden is on the Charter School to conduct the investigation that gathers sufficient evidence to determine whether sex discrimination occurred; 2) provide an equal opportunity for the parties to present fact witnesses and other inculpatory or exculpatory evidence that are relevant or not otherwise impermissible; and 3) review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, and consistency with implementing regulations.

The investigator shall provide the parties with the opportunity to review the relevant and not otherwise impermissible evidence (or an accurate description of the evidence) that is directly related to the allegations raised in the formal complaint. If provided with an accurate description of the evidence, the Charter School will further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

Thereafter, the parties will have a period of seven calendar days to review the evidence (or description thereof), respond, ask the investigator additional questions, and provide or suggest additional evidence to be considered by the investigator. The Charter School will also take steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

The investigator/decisionmaker will question the parties and witnesses initially and may reach out to the parties and witnesses again after its first initial round of questions. The investigator/decisionmaker may determine whether to question the parties and/or witnesses in person or remotely with the goal that the questioning must provide the opportunity to adequately assess a party's or witness's credibility to the extent that it is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

If, in the course of the investigation, the Charter School decides to investigate additional allegations of sex discrimination by the accused toward the complainant that are not included in

the initial notice identified above or that are included in a complaint, the Charter School will provide notice of the additional allegations to the parties whose identities are known.

Presumption: There is a presumption that the accused is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

Extension of Time Frames: While the Charter School endeavors to complete the grievance procedure within the timelines included in this policy, the Charter School may notify the parties of the need for a reasonable extension of time on a case-by-case basis for good cause during any of the major stages of the process, including during evaluation, investigation, determination, and appeal. Additionally, if one of the parties involved requests a reasonable extension of time for cause, the Charter School shall, on a case-by-case basis, reasonably consider such request.

Privacy: The Charter School shall take steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures, provided that the parties must be able to obtain and present evidence, including speaking to witnesses, consulting with their family members, confidential resources or advisors, or otherwise preparing for and participating in the grievance procedures.

Evaluation: The Charter School's investigator or decisionmaker shall evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, and provide that credibility determinations are not based on a person's status as a complainant, respondent, or witness. The following evidence, and questions seeking that evidence, are impermissible:

- Evidence protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the privilege or confidentiality has been voluntarily waived;
- A party's or witness's records that are made or maintained by a physician, psychologist or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Charter School obtains that party's or witness's voluntary, written consent for use in the grievance procedures;
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Standard of Evidence: For all formal complaints of sex discrimination, the Charter School shall use the preponderance of the evidence standard of proof. The decisionmaker shall evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the standard of proof, the decisionmaker must not determine that sex discrimination occurred.

Dismissal of a Formal Complaint:

The Charter School shall investigate the allegations in a formal complaint and may dismiss a complaint of sex discrimination for any of the following reasons:

- The Charter School is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the Charter School's education program or activity and is not employed by the Charter School;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Charter School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX or its regulations even if proven; or
- The Charter School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX or its regulations.

Prior to dismissing the complaint, the Charter School must make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the Charter School will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant or simultaneously if the notification is in writing.

Consolidation of Formal Complaints. A Charter School may consolidate formal complaints as to allegations of sex discrimination against more than one respondents, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

Determination Whether Sex Discrimination Occurred.

Following the investigation and evaluation of all relevant and not otherwise impermissible evidence, the Charter School will notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its implementing regulations, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The Charter School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the Charter School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If there is a determination that sex discrimination occurred, the Title IX Coordinator is responsible for coordinating the provision and implementation of remedies to a complainant and other persons the Charter School identifies as having had equal access to the Charter School's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary

sanctions, and other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Charter School's education program or activity.

The Charter School will not discipline a party, witness, or others participating in the Charter School's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the Charter School's determination whether sex discrimination occurred.

If the Charter School dismisses the complaint, it will offer supportive measures to the complainant as appropriate and, if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate.

Appeals

Upon dismissal of a complaint, the Charter School will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal on the bases set out below. If the dismissal occurs after the respondent has been notified of the allegations, then the Charter School will notify the respondent that the dismissal may be appealed.

If the dismissal is appealed, the Charter School will:

- Notify the parties of any appeal, including notice of the allegations as required above if notice was not previously provided to the respondent
- Implement appeal procedures equally for the parties
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint
- Ensure that the decisionmaker has been trained
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome
- Notify the parties of the result of the appeal and the rationale for the result

The Charter School shall offer both parties an appeal from a determination whether sex discrimination occurred, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that would change the outcome of the matter;
- 2) New evidence that would change the outcome and that was not reasonably available at the time when the determination whether sex discrimination occurred or dismissal was made; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that would change the outcome of the matter.

The Charter School may offer an appeal equally to both parties on additional bases.

As to all appeals, the Charter School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution

At any time prior to determining whether sex discrimination occurred, the Charter School may offer to a complainant and respondent a voluntary informal resolution process, unless the complaint includes allegations that an employee engaged in sex based harassment of a student or if such process would conflict with Federal, State or local law. If the Charter School determines the alleged conduct would present a future risk of harm to others, it may decline to allow informal resolution. If an information resolution is followed, the Title IX Coordinator must, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the Charter School's education program or activity. Such specific steps will be taken depending upon the facts of each case.

The Charter School has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations or when a complaint of sex discrimination is made and may decline to offer information resolution despite one or more of the parties' witnesses. This decision may be made if the Charter School determines that the alleged conduct would present a future risk of harm to others.

The Charter School shall not require or pressure the parties to participate in an informal resolution process.

Before initiation of an informal resolution process, the Charter School shall provide notice to the parties that explains: 1) the allegations; 2) the requirements of the informal resolution process; 3) that, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the complaint procedures; 4) that the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming complaint procedures arising from the same allegations; 5) the potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and 6) what information the Charter School will maintain and whether and how the Charter School could disclose the information for use in a complaint procedure if complaint procedures are initiated or resumed.

The facilitator of the information resolution process will not be the same person as the investigator and/or decisionmaker for the Charter School's grievance process. The facilitator will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Recordkeeping

1) A Charter School must maintain for a period of seven years records of—

(A) For each sex discrimination complaint, records documenting the informal resolution process or the grievance procedures, and if applicable, the resulting outcome.

(B) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations, including notifications, records documenting the actions the Charter School took to meet its legal obligations.

(D) All materials used to provide required training. The Charter School must make these training materials available upon request for inspection by members of the public.



Golden Valley Charter Schools

Wellness Policy

Wellness Committee Reviewed: 11/7/2024

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Golden Valley Charter Schools Wellness Policy

Preamble

Golden Valley Charter Schools (hereto referred to as the SFA) is committed to the optimal development of every student. The SFA believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the SFA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the SFA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the SFA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

- The SFA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the SFA.

I. School Wellness Committee

Committee Role and Membership

The SFA will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least twice per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this SFA-level wellness policy (heretofore referred as “wellness policy”).

The SWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Name	Title	Role
Ryan Sutton (River)	Principal	Wellness Coordinator
Becky Page (Orchard)	Principal	
Jennifer Hoover	Accountability & Compliance Manager	Food Service Director

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The SFA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at:
goldenvalleycharterschools.org

Recordkeeping

The SFA will retain records to document compliance with the requirements of the wellness policy at the school office. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, the SFA will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the SFA are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the SFA's wellness policy.

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as SFA priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The SFA is committed to being responsive to community input, which begins with awareness of the wellness policy. The SFA will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that SFA. The SFA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The SFA will use electronic mechanisms, such as email or displaying notices on the SFA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The SFA will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the SFA and individual schools are communicating other important school information with parents.

The SFA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The SFA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school SFA is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the SFA participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *any additional programs the school may elect*. All schools within the SFA are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The SFA offers reimbursable school meals that meet [USDA nutrition standards](#).)

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The SFA will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The SFA is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. No foods or beverages will be sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

These include through:

1. Celebrations and parties. The SFA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents.
3. Rewards and incentives. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Ready-to-eat foods and beverages sold through fundraisers on the school campus will be prohibited.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The SFA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The SFA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Include nutrition education training for teachers and other staff.

Food and Beverage Marketing in Schools

The SFA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The SFA strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on SFA property that contains messages inconsistent with the health information the SFA is imparting through nutrition education and health promotion efforts. It is the intent of the SFA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the SFA's wellness policy.

IV. Physical Activity

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason.

To the extent practicable, the SFA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The SFA will conduct necessary inspections and repairs.

Physical Education

The SFA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided equal opportunity to participate in physical education classes. The SFA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or SFA must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *Each school will maintain and enforce its own indoor recess guidelines*

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

V. Other Activities that Promote Student Wellness

The SFA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The SFA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including

on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Nondiscrimination Statement

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

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

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

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

This institution is an equal opportunity provider.

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Approved:

Amended:



Universal Benefits Application 2025-2026

This application may qualify your child for benefits such as Summer EBT/SUN Bucks, internet access, school transportation, and more. Inquire with your child's school district to learn what benefits may be available to them. Completing this application will not impact your student's ability to receive school meals at no cost. The U.S. Department of Homeland Security and the U.S. Citizenship and Immigration Services do not consider health, food, and housing services as part of the public charge determination. Therefore, submitting this application will not hurt an individual's immigration status.

Note: A non-household member may be designated as the authorized representative for application processing purposes if they have difficulty completing the application process.

Please follow all steps in each section of the Universal Benefits Application, so we can determine your eligibility properly for Summer EBT. For a simple and secure method to apply, use our online application at <https://lingconnect.com/public/meal-application/new?identifier=73RZVM>. Paper applications are also available in the school office. Paper applications can be sent to jhoover@goldenvalleycharter.org or turned in at the school office.

If you intend to move, or have recently moved, you should apply for benefits in the state where your child will complete or completed the school year immediately preceding the summer operational period.

Free Eligibility Scale

Household Size	Annual	Monthly	Twice Per Month	Every 2 Weeks	Weekly
1	\$ 20,345	\$ 1,696	\$ 848	\$ 783	\$ 392
2	\$ 27,495	\$ 2,292	\$ 1,146	\$ 1,058	\$ 529
3	\$ 34,645	\$ 2,888	\$ 1,444	\$ 1,333	\$ 667
4	\$ 41,795	\$ 3,483	\$ 1,742	\$ 1,608	\$ 804
5	\$ 48,945	\$ 4,079	\$ 2,040	\$ 1,883	\$ 942
6	\$ 56,095	\$ 4,675	\$ 2,338	\$ 2,158	\$ 1,079
7	\$ 63,245	\$ 5,271	\$ 2,636	\$ 2,433	\$ 1,217
8	\$ 70,395	\$ 5,867	\$ 2,934	\$ 2,708	\$ 1,354
For each additional family member, add:	\$ 7,150	\$ 596	\$ 298	\$ 275	\$ 138

Reduced-price Eligibility Scale

Household Size	Annual	Monthly	Twice Per Month	Every 2 Weeks	Weekly
1	\$ 28,953	\$ 2,413	\$ 1,207	\$ 1,114	\$ 557
2	\$ 39,128	\$ 3,261	\$ 1,631	\$ 1,505	\$ 753
3	\$ 49,303	\$ 4,109	\$ 2,055	\$ 1,897	\$ 949
4	\$ 59,478	\$ 4,957	\$ 2,479	\$ 2,288	\$ 1,144
5	\$ 69,653	\$ 5,805	\$ 2,903	\$ 2,679	\$ 1,340
6	\$ 79,828	\$ 6,653	\$ 3,327	\$ 3,071	\$ 1,536


7	\$ 90,003	\$ 7,501	\$ 3,751	\$ 3,462	\$ 1,731
8	\$ 100,178	\$ 8,349	\$ 4,175	\$ 3,853	\$ 1,927
For each additional family member, add:	\$ 10,175	\$ 848	\$ 424	\$ 392	\$ 196

The Richard B. Russell National School Lunch Act requires that we use information from this application to determine who qualifies for Summer EBT benefits. We can only approve complete forms. We may share your eligibility information with education, health, and nutrition programs to help them deliver program benefits to your household. Inspectors and law enforcement may also use your information to make sure that program rules are met. Some children qualify for Summer EBT without an application. Please contact your State or ITO to get Summer EBT for a foster child, and children who are homeless, migrant, or runaway.

A non-household member may be designated as the authorized representative for application processing purposes if they have difficulty completing the application process.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#)  (PDF), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Mail Stop 9410
Washington, D.C. 20250-9410;
2. fax:
202-690-7442; or
3. email:
Program.Intake@usda.gov. | This institution is an equal opportunity provider.

School Year 2025-2026 Application for Free and Reduced-Price Meals Complete one application per household.

Golden Valley Charter School

Please read the instructions on how to apply. Print clearly with a pen. This institution is an equal opportunity provider.

California Education Code Section 49557(a): Applications for free and reduced-price meals may be submitted at any time during a school day. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

STEP 1 – STUDENT INFORMATION

Children in Foster Care and children who meet the definition of Homeless, Migrant, or Runaway are eligible for free meals.

Print the name of EACH STUDENT (First, Middle Initial, Last)	Enter school name and grade level		Enter student's birthdate	Check the applicable box if the student is foster, homeless, migrant, or runaway.			
EXAMPLE: Joseph P Adams	Lincoln Elementary	1st	12-15-2010	Foster	Homeless	Migrant	Runaway
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 2 – ASSISTANCE PROGRAMS: CalFresh, CalWORKs, or FDIPIR

Do ANY household members (child or adult) currently participate in CalFresh, CalWORKs or FDIPIR? If NO, skip STEP 2 and continue to STEP 3.

If YES, check the applicable program box, enter one case number, skip STEP 3, and continue to STEP 4.	Select Program Type:	Enter Case Number:
	<input type="checkbox"/> CalFresh <input type="checkbox"/> CalWORKs <input type="checkbox"/> FDIPIR	

STEP 3 – REPORT INCOME FOR ALL HOUSEHOLD MEMBERS (Skip this step if you answered 'YES' in STEP 2)

A. STUDENT INCOME: Sometimes students in the household earn income. Enter the TOTAL GROSS income (before deductions) in whole dollars earned by all students listed in STEP 1. Enter the appropriate pay period in the "How Often" box: W = Weekly, 2W = Biweekly, 2M = Twice a Month, M = Monthly, Y = Yearly		Total Student Income				How Often	
		\$					
B. ALL OTHER HOUSEHOLD MEMBERS (including yourself): List ALL household members not listed in STEP 1, even if they do not receive income. For each household member, report the TOTAL GROSS income (before deductions) in whole dollars for each source. If the household member does not receive income from any sources, write "0". If you enter "0" or leave any fields blank, you are certifying (promising) that there is no income to report. Enter the appropriate pay period in the "How Often" box: W = Weekly, 2W = Biweekly, 2M = Twice a Month, M = Monthly, Y = Yearly							
Print the name of ALL OTHER Household Members (First and Last)	Earnings from Work	How Often	Public Assistance/SSI/ Child Support/Alimony	How Often	Pensions/Retirement/ All Other Income	How Often	
	\$		\$		\$		
	\$		\$		\$		
	\$		\$		\$		
	\$		\$		\$		
C. Total Household Members (Children and Adults)		D. Enter the last four digits of Social Security number (SSN) from the Primary Wage Earner or Other Adult Household Member		Check the box if NO SSN			

STEP 4 – CONTACT INFORMATION & ADULT SIGNATURE

Certification: I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable state and federal laws.

Signature of adult completing this application:		
Print Name:		
Date:	Phone Number:	
Mailing Address:		
City:	State:	Zip:
E-mail:		

DO NOT COMPLETE. SCHOOL USE ONLY			
How Often? <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Twice a Month <input type="checkbox"/> Monthly <input type="checkbox"/> Yearly Annual Income Conversion: Weekly x52, Biweekly x26, Twice a Month x24, Monthly x12			Total Household Income
			\$
Total Household Size	Eligibility Status: <input type="checkbox"/> Free <input type="checkbox"/> Reduced-price <input type="checkbox"/> Paid (Denied)		<input type="checkbox"/> Categorical
	Verified as: <input type="checkbox"/> Homeless <input type="checkbox"/> Migrant <input type="checkbox"/> Runaway		<input type="checkbox"/> Error Prone
Determining Official's Signature:			Date:
Confirming Official's Signature:			Date:
Verifying Official's Signature:			Date:

OPTIONAL – CHILDREN'S ETHNIC AND RACIAL IDENTITIES

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced-price meals.

Ethnicity (check one):

☐ Hispanic or Latino ☐ Not Hispanic or Latino

Race (check one or more):

☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or other Pacific Islander ☐ White

Orchard School Board Report, December
By Jennifer Evans, Faculty Chair

The break was appreciated and much needed by everyone. Here at Orchard, we are getting back into the swing of our daily routines, reminding students of said routines, and embracing the challenges we face with love and commitment. Second grade is getting ready for Santa Lucia, and we are all looking forward to this beautiful event. Fifth grade is preparing for our play on December 11, 9:00 AM and 6:00 PM. It is a comedy and that is all I can say for now. Winter Gathering quickly follows and is being held on Saturday, December 13 from 5-8 PM. Parent Circle puts this together and each class makes a craft for students to be able to select for their family members and friends ensuring students have gifts to share for the holiday season. This event is based on warmth, community, and poetry. The kindergarten teachers are working on our Journey Around the World Festival in February. This is a time-honored event here at Orchard which is open to all. Teachers are doing their best to meet the needs of our students, support each other, and complete the necessary academics during this short window of school before we close for a two-week break. Time goes by so fast during these colder, darker days. The warmth of our festivals, the commitment and caring from our faculty and staff bring such light into this cherished holiday season.

River School Board Report, December
By Tavia Pagan, Faculty Chair

The successful weekday Festival of Light led us right into a successful Parent Teacher Conference week! As always, teachers were so grateful for the daily lunches provided by our amazing parent community.

As soon as we returned from Thanksgiving break, the children began the 3-week countdown to our Holiday Break! The challenge for teachers right now is to keep the children grounded and engaged in learning.

I am so excited to welcome Lee Sturgeon Day and Alice Stamm to our faculty meeting next week. Their wisdom will be a gift to our faculty as we head into the holiday break.



December 10th, 2025

Dear Golden Valley Community,

As we enter the quiet, reflective days of December, we wanted to extend heartfelt gratitude on behalf of the Board for all that our community has brought forth this past year. This season invites us to slow down, kindle inner warmth, and recognize the light we each carry- and I see that light shining brightly across our classrooms, festivals, and shared work.

December is always a meaningful month in Waldorf education. Our Advent and winter festivals, candlelit gatherings, and moments of quiet reverence remind us of the strength of community and the importance of nurturing beauty and intention in a world that often moves too quickly.

Thank you to the faculty, staff, and parent volunteers who help hold these traditions with such care.

As we approach the year's end, the Board has taken time to reflect on school progress. We are deeply appreciative of the teacher whose dedication to the children remains a cornerstone of our school mission, and of the families who bring warmth, generosity, and steadfast support to our shared work. Whether through volunteering, participating in the Festival of Light, or Winter Gathering, to contributing to the Annual Giving Campaign, your engagement sustains the life of the school.

This month, the Board is continuing its commitment to strengthening governance, supporting re-charting planning, and enhancing faculty development. We are actively reviewing long-term financial planning, enrollment strategies, and continuing enhancement of our facilities.

In the spirit of the winter festivals, may this month offer each of you moments of peace, reflection, and connection. We wish all families a restful break, and we look forward to returning together in January with renewed strength and inspiration.

Thank you for being part of our vibrant, caring, and continually growing Waldorf community. It is an honor to serve as your Board leadership.

With gratitude and light,

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

Meredith Willsen
Board of Trustees, Vic Chair
Golden Valley Charter School



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT

Submitted by Jennifer Hoover, Interim ED

December 10, 2025

K-8 Tuition-Free Public Waldorf Schools

THE CHARTER MANAGEMENT OFFICE

As we enter the heart of the winter season, I am continually reminded of the warmth, resilience, and dedication that define the Golden Valley community. Our schools have been alive with meaningful learning, community celebrations, and the steady work that carries us toward the close of the calendar year. This month's report highlights important updates across our organization, reflecting both the daily efforts of our staff and the enduring partnerships that sustain our schools.

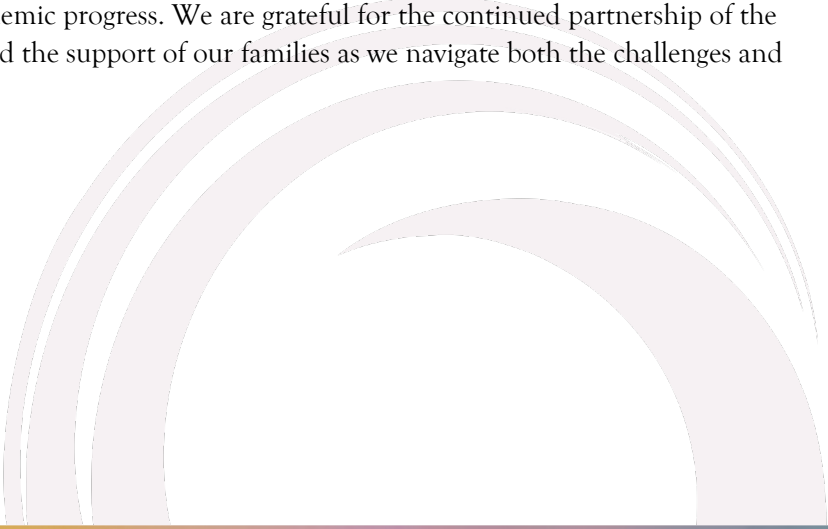
Parsec is currently in the midst of a significant system upgrade. While this work will ultimately improve the quality and accessibility of student data, it has temporarily delayed our timeline for providing student-level reports to families during fall conferences. Once we receive the completed reports, they will be mailed directly to families. We appreciate the community's patience as we navigate this transition to a more robust reporting platform.

In November, both Golden Valley schools participated in Ruby Bridges Walk to School Day. This national event honors the legacy of Ruby Bridges and centers on themes that resonate deeply with our values: bravery in the face of challenge, kindness as a force for human connection, and the reminder that even one child can spark meaningful change. Participation across campuses was strong, and staff and students engaged with heartfelt enthusiasm.

Looking ahead, the Orchard School will host its annual Winter Gathering on December 13th from 5:00–8:00 p.m. This cherished event, which includes the Bowls for Peace potluck, offers an evening of warmth, poetry, music, and community connection. All members of the Golden Valley community are invited to join in this celebration of the season.

Additionally, the Board's first Renewal Committee Meeting is scheduled for December 17th at 5:00 p.m. at the River School. While the committee's primary focus this year is the River School's renewal, all community members are welcome to attend. This meeting will provide insight into the renewal process and offer families an opportunity to learn how they can participate and support the school during this critical phase of the charter cycle.

As we approach winter break, our schools remain focused on strengthening community, supporting student well-being, and maintaining steady academic progress. We are grateful for the continued partnership of the Board, the commitment of our staff, and the support of our families as we navigate both the challenges and opportunities of this season together.



ORCHARD -

Orchard School proudly participated in our 3rd Annual Ruby Bridges Walk to School Day, honoring Ruby Bridges, who stepped into the history books in 1960 when she integrated an all-white elementary school. Grades 1–8 walked together to the nearby Dairy Queen, where students read essays celebrating Ruby’s courage and commemorating her historic steps. We were honored to welcome City Council Member Porsche Middleton—herself a former Golden Valley parent—who delivered a keynote address to the assembly. She encouraged our students to be courageous and brave, reminding them that they can do hard things, and urging them to support one another, be kind, and work together to make our community stronger.

Orchard faculty and staff also offer our deepest appreciation to Parent Circle for their incredible support during Parent–Teacher Conference week at the end of November. While this week brings shortened days for students, it is one of the busiest and most demanding stretches for teachers. Across the school, approximately 300 conferences took place, and knowing that a delicious, lovingly prepared meal awaited us each day truly made a meaningful difference. The thoughtful lunches—and the treats that accompanied them—brought comfort, boosted morale, and helped sustain our energy for the important work of meeting with families.

During this time, classes continued with the rich seasonal Waldorf traditions that make our community unique. Even amidst the full days of conferences, teachers and students found joy in the rhythms of the season, from storytelling and art to preparing for upcoming festivals.

Thank you, Parent Circle, for nurturing our staff with such care, and thank you to our broader community for helping us sustain traditions that uplift, inspire, and unite our students. Your ongoing support strengthens our school in countless ways, and we are truly grateful.



RIVER –

As we enter the month of December, our campus naturally begins to settle into a quieter, more reflective rhythm. Shorter days, cooler mornings, and the seasonal celebrations invite us to pause, breathe, and turn our attention toward what is most meaningful. In Waldorf education, this time of year is especially rich with opportunities to cultivate our December virtue: **Reverence**.

Reverence is the quiet appreciation for the goodness, beauty, and wonder in the world. Children experience it when they light a candle during morning verse, when they handle materials with care, or when we speak to them with intention and warmth. At school, teachers nurture reverence through song, story, nature walks, and the unhurried rhythms of the classroom. We encourage families to bring this virtue into the home as well—perhaps through small moments: a shared meal prepared together; a candle lit at dinner, winter crafting, or a gentle nightly rhythm that helps children feel grounded in the midst of holiday excitement.

December brings several beloved traditions to our campus, each carrying its own gesture of quiet reflection and inner light. A favorite December tradition at the River campus that perfectly embodies the virtue of reverence is Santa Lucia. The 2nd grade celebration of Santa Lucia represents the bringing of light into the darkest part of the year. It is also a celebration of service and kindness, which fits beautifully with our annual Children's Store. These moments, whether experienced in classroom circles or as whole-school events, help strengthen the children's sense of belonging and wonder. Thank you in advance for supporting your class teacher, preparing your child, and honoring the tone of each festival. December invites us to slow down, soften, and look with fresh eyes at the wonder that surrounds us—our children, our classrooms, and our community.



Enrollment and Attendance – Orchard				
	2025-2026	Month 4 ADA	Movement	25/26 Budget Assumptions
TK	29	96%	(1)	
K	30	95%	0	
ABK	20	TK:94%/K:92%	0	
OBK	20	TK: 98%/K:98%	0	
MBK	20	TK:96%/T:95%	0	
1	28	96%	0	
2	44	94%	+2	
3	45	94%	0	
4	26	94%	(2)	
5	31	95%	0	
6	29	92%	0	
7	28	96%	0	
8	20	96%	0	
Total	12/01/2025	Month 4 ADA Total 94%	310	

Enrollment and Attendance – River				
	2025-2026	Month 4 ADA	Movement	25/26 Budget Assumptions
TK	37	92%	(1)	
K	44	95%	0	
CBK	20	100%	0	
LBK	20	TK:92%/K:97%	0	
PBK	20	TK:93%	(1)	
SBK	22	K:95%	0	
1	48	93%	(1)	
2	32	95%	0	
3	30	95%	0	
4	27	91%	0	
5	27	98%	0	
6	30	95%	0	
7	23	95%	(1)	
8	20	96%	0	
Total	12/01/2025	Month 4 ADA Total 95%	316	

Enrollment – We have recorded Parent Information Meetings available for prospective families to watch as well as scheduled in person meetings. We will continue to accept applications and make offers for enrollment when there is an open seat in a class.

Applications for Enrollment for the 2025-26 school year will continue to be accepted. We currently have no more Parent Information Meetings for the 2025-2026 school year. We have scheduled our Open Enrollment Parent Information Meetings for the 2026-2027 School year for January and February 2026 and they are posted on our website.

Current waitlist for the Orchard School as of 12/04/2025:

TK: 9

K: 9

Current waitlist for the River School as of 12/04/2025

TK: 15

2: 3

4: 1

Marketing, Communications & Outreach

- **Focus:** Highlighting the daily life and vibrancy of Golden Valley Charter Schools on social media, demonstrating an engaged and connected community.
- **Actions:**
 - Active social media posting with glimpses (“windows”) into school life
 - Open Enrollment Communication & Marketing Roll-out
 - Enrollment Coordinator connecting with feeder Pre-schools and business to send Parent Information Meeting dates
 - Social Media posts with the Parent Information Meeting information with ads
 - Physical Enrollment Post cards to share in school offices and with the community
 - Newsletter communications with current families

Communications

- **Community:**
 - Gala & GVEF mixers for recruitment and for adults to mingle. Next on is 1/21/26.

Development

Annual Giving Campaign

- Finances and end of Year Message out to Parent Community
 - Week of New Years
 - Request to give to the schools
 - Percentage of participation is lower than last year 44% for all of GVCS (51% River & 37% Orchard)
 - Overall total is lower than last year too

Fundraising with GVEF

- **GVEF Meeting (12/2):**
 - GVEF meets first Tuesday night on zoom
 - Jenn MacLeod officially voted on as new board member
 - Streamlining meeting structure moving forward
 - Mixer set for Jan 21 to recruit more members
 - Working on the Gala for 2026
 - Top priority is obtaining sponsorships
- Next Meeting scheduled for Jan 6

SCHOOL	Donors/enrollment	YDT Received	Projected AGC Receivables	Goal
GVOS	113/310	\$18,508		\$75,000.00
GVRS	160/318	\$32,553		\$75,000.00
General Donation	n/a	\$1500		
TOTAL	273/628	\$52,561	\$94,500	\$150,000.00