



GOLDEN VALLEY
RIVER SCHOOL

**A K-8 PUBLIC CHARTER SCHOOL
INSPIRED BY WALDORF EDUCATION**

CHARTER PETITION
FOR THE TERM JULY 1, 2019 THROUGH
JUNE 30, 2024

Respectfully Submitted to the
San Juan Unified School District Board of Education
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Pending Approval Date _____

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ATTACHMENTS

- I. The Common Core Standards and Waldorf Education Binder (provided separately)
- II. Organizational Chart
- III. Bylaws
- IV. Budget and Cash Flow
- V. Proposed School Calendar
- VI. Daily Bell Schedule
- VII. 2016-17 GVRS LCAP
- VIII. CAASPP Data Analysis (forthcoming)

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

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

-- California Education Code Section 47601(a)-(g)

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

-- California Education Code Section 47605(b)

AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Caleb Buckley, hereby certify that the information submitted in this petition for a California public charter school to be named the Golden Valley River School (“GVRS” or the “Charter School”), and to be located within the boundaries of the San Juan Unified School District (“SJUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- GVRS shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Golden Valley Schools for Educational Renewal (GVCS CMO) shall be deemed the exclusive public school employer of the employees of GVRS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- GVRS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GVRS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GVRS shall admit all students who wish to attend the School, and who submit a timely application unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).[Ref. Education Code Section 47605(d)(2)(A)-(C)]
- GVRS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- GVRS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act of 2004.

- GVCS CMO shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- GVCS CMO shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- GVCS CMO shall at all times maintain all necessary and appropriate insurance coverage.
- GVRS shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- GVCS CMO shall comply with the Brown Act.
- GVRS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- GVRS shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- GVRS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- GVRS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- GVRS shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- GVRS shall comply with the Public Records Act.
- GVRS shall comply with the Family Educational Rights and Privacy Act.
- GVRS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Statement of Application

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

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Date

INTRODUCTION

This charter requests the renewal of Golden Valley River School ("GVRS"). (GVRS was formerly chartered as Golden Valley Charter School of Sacramento ("GVCS").) GVRS is founded by the Board of Trustees of GVCS CMO, a Charter Management Organization. On April 16, 2014 Golden Valley Charter School of Sacramento adopted new bylaws that established Golden Valley Charter Schools for Educational Renewal Charter Management Organization. This action gave GVCS CMO the authority to open additional schools. GVRS seeks approval of this charter petition to operate a seat-based program inspired by Waldorf education, in accordance with Education Code Section 47605, which began operations in the 1999-2000 school year.

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

Charter Development Team

The Charter Development Team for GVRS comprises the Executive Director of Golden Valley, Business Manager Consultant, Chairman of the Board, Director of Student Support, School Principal, Faculty Chair and Teachers. The table below lists the members of the team along with their organizational role:

Name	Organizational Role
Caleb J. Buckley, EdD	Executive Director
Charter School Management Corp	Business Manager
John Hanafee	Chair, Board of Trustees
Barbara Ames	School Principal
Susan Gutierrez	Director of Education Support
Tavia Pagan	Teacher
Anna Rainville	Teacher
Stephanie Lorenz	Teacher

Executive Director

Caleb J. Buckley has a doctorate in education from UC Davis and has been a school administrator and charter school leader for the last 15 years. Dr. Buckley is a trained Waldorf teacher and has taught high school history and economics. He also has a business background and has worked on the floor of the New York Stock Exchange. In 2014, Dr. Buckley was the Nevada County Association of School Administrators (ACSA) Administrator of the Year.

Business Manager

GVCS currently supports its business staff with a contract for services from CSMC. Adrienne Barnes, who is our business manager consultant, has over ten years of charter management experience. The CSMC team offers a large staff of support for ongoing management of the charter.

Board of Trustees, Chair

John Hanafee joined the Board of Trustees in August, 2013. He has one child at GVRS. He was drawn to Waldorf education for its emphasis on balancing hand, heart, and head learning. Outside of his duties as a parent and Trustee, John works as the IT Infrastructure Section Manager for the California Secretary of State. He grew-up in the San Francisco-East Bay and attended CSU, Hayward, earning a BA in Political Science and a Master's of Public Administration.

Director of Education Support

Susan Gutierrez has worked in our Education Support Department since 2003; serving as Education Support Specialist, Resource Specialist, and now Director of Education Support, Special Education, and Assessment. She holds a master's degree in Special Education, Bachelor's degree in Early Childhood Education, a clear Multiple Subjects and clear Education Specialist Teaching Credential from CSU, Sacramento. She has been immersed in Waldorf education since 1991 and in 1995 earned a Waldorf Teaching Certificate with an early childhood emphasis.

River School Principal

Barbara Ames has a Masters degree in Special Education and graduated from CSU Sacramento with a Liberal Studies Bachelor's degree. She has been a teacher for 25 years and began administrating at River School in April of 2016. She spent 14 years in main stream and went through Waldorf certification 12 years ago. She has served as an instructional assistant across grades 1-3, Resource Specialist and class teacher taking Redwood from grades 1-8 at River School.

History and Accomplishments of the Golden Valley Schools for Educational Renewal

We became a non-profit public benefit corporation in 2006; establishing ourselves as an independent business entity. We received our 501(c)(3) designation from the IRS in April of 2008. Since then, we have maintained a clear audit history with no findings to date.

Additionally, the Golden Valley Education Foundation, a non-profit 501(c)(3) organization, has been in place for many years and raises money in support of Golden Valley. In 2017-18, the Foundation raised over \$220,000 in support of Golden Valley. Golden Valley has taken a comprehensive approach to fund development that includes grants (private foundations, corporate, government), patron donors, and strategic partnerships. Work has been done to develop capacity for further funding by defining goals and objectives for student improvement, along with remedial supports, curriculum support, student leadership, teacher training, and music and art enhancement.

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

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

-- Rudolf Steiner, Founder of Waldorf Education

Since the last renewal of GVRS, we highlighted some of the successes below:

- Supporting the establishment of a second and third Golden Valley School
- Added two additional Curriculum Specialists to support Class Teachers.
- Successfully attained status as a 501(c)(3) non-profit public benefit corporation.
- Increased community awareness by participating in local events such as the Fair Oaks Chicken Festival, Orangevale Kids Art Event, and Orangevale Pow Wow Days.
- Increased the number of Parent Information Meetings.
- Exceeded our fundraising goal of + \$200K through our Foundation.
- Over 75% of our parent community giving to the Annual Giving Campaign.
- Launched a new website - goldenvalleycharter.org - to enhance our outreach capabilities.
- Established online safety training for our staff and faculty.
- Added an afterschool juggling program, a Creative Writing Club and Ukulele Club.
- Support girls' and boys' basketball and girls' volleyball programs.
- Established a Student Attendance Review Team (SART). Our year-end attendance rate for 2017-18 was over 95%.
- Maintain a ratio of 12:1 in our kindergarten classes and 13-15:1 in grades 1-3.
- The Board of Trustees has adopted additional policies to increase school accountability and efficiency.
- Engaged in strategic planning which has resulted in the new vision of the Charter School through the year 2020. This vision is reflected herein in the charter petition for GVRS as well.
- Gathered information from our faculty, staff and community to determine priorities to make business decisions.
- Offer a diverse subject specialty program for all students, including Spanish, music, gardening, P.E./games/movement, and handwork, with major funding provided by the Golden Valley Educational Foundation (GVEF).
- Implemented the *Virtues Project* and *Nurtured Heart Program* to improve social climate.
- Established a Student Council.
- Implemented a class "buddy system" so younger and older classes can participate in activities and community service together.
- Implemented the Smarter Balance testing platform through a new computer lab.

Operations, Staffing, Racial and Ethnic Balance, and Limitation of District Liability

Pursuant to Education Code Section 47604(c), SJUSD shall not be liable for the debts and obligations of GVRS, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by GVRS, as long as SJUSD has complied with all oversight responsibilities required by law. In addition, the Charter School shall secure commercially reasonable general liability, errors and omissions, and property insurance. Upon approval of the GVRS charter, GVRS anticipates it will renew a Memorandum of Understanding (MOU) providing a mutual indemnification hold harmless agreement.

Charter Term and Renewal

By approving this charter, SJUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education, and will be following the directive of law to encourage the creation of Charter Schools. To this end, the Petitioners pledge to work cooperatively with SJUSD to answer any concerns regarding this document and to present SJUSD with the strongest possible proposal for the charter to continue operation. GVRS shall be considered approved as of the date of charter approval. The term for the charter renewal shall be for the next five school years, ending in 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and 47607.

ELEMENT #1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

-- California Education Code Section 47605(b)(5)(A)(i)-(ii)

PROGRAMMATIC FOCUS

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

--The International Conference on Education of UNESCO

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

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

VISION, MISSION, AND GOALS

VISION

Our vision is that each student becomes a self-directed, lifelong learner with the support of a community of peers, teachers and parents. We envision that through a whole-child approach to learning, student curiosity and enthusiasm will enable each child to reach the fullest expression of their individual potential.

By the year 2020, GVRS's vision is that the Charter School will achieve the following goals:

1. GVRS will be recognized by the wider community and prospective families as an excellent and desirable public school inspired by Waldorf education. We will have a full curriculum inspired by Waldorf education that includes reading, language arts, mathematics, science, social studies and character education, as well as a full array of specialty programs such as vocal and instrumental music, woodworking, handwork, physical education, foreign language, visual and performing arts, and
2. 3.gardening. In addition, we will offer well-developed extracurricular and enrichment programs. Our curriculum and programs will reflect the multicultural and changing world in which we live, and they will promote an acceptance and appreciation of all cultures.
3. Our students will emerge from our school well prepared. They will be model citizens and successful academically, socially, morally, and physically as measured by their ability to transition into the next phase of their education, to make sound decisions, and to succeed in their academic endeavors.
4. Our school and community – families, faculty, administration and students – will reflect the rich diversity of cultures and families in our area. Our school will be supported by strong parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education, compassion, and cooperation in our dealings with each other and in our work within the Charter School.
5. We will attract and retain high quality administrative staff and a faculty who hold California multiple-subject teaching credentials and are Waldorf-certified. They will be inspired by our school and community and will have a desire to make a long-term commitment with the Charter School.
6. We will have a long-lasting and meaningful relationship with the San Juan Unified School District and with the surrounding community.

MISSION

We are a learning community of parents, teachers and children where

- Parents and children are lifelong learners,
- Families are encouraged to share their skills and talents,

- The community comes together in cooperative projects and festivals,
- Parent education forums support families, and
- Administration, faculty and parents collaboratively govern the Charter School.

We provide a curriculum inspired by Waldorf education that

- Uses a whole-child approach to support children’s physical, intellectual and emotional development in a non-sectarian environment;
- Is sensitive to children’s developmental needs and their individual navigation of developmental stages;
- Fully incorporates music, arts, crafts, movement, drama, handwork, foreign language(s) and creative play;
- Incorporates the use of poetry, legends, folk tales, mythology, histories, and biographies to deliver the curriculum; and
- Teaches respect for others and the environment.

Educating Students’ Full Human Potential

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

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

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

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

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

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

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

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

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

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

of life rather than passive recipients of blessings and curses. This is what it means to have a healthy, well-developed will. This is what is required if our children are to bring their hopes and dreams to fruition.

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

Providing a Developmental Approach

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

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

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

It is with these developmental stages in mind that our unique curriculum has been created. It is important to recognize that the material that we bring to the children, and the way that we bring it, is geared to this understanding. As a result of the wisdom that this developmental approach reflects, the students who graduate from our program have been given an enormous advantage towards

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

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

Common Core State Standards

GVRs will ensure overall alignment of a curriculum inspired by Waldorf education with Common Core State Standards (CCSS) to create success for all students in meeting the requirements of state-mandated standardized testing. The curriculum inspired by Waldorf education determines that some State Standards will be addressed at different grade levels from those stated in the Common Core State Standards framework. The Charter School's goal is that students will meet statewide performance standards as measured by the API by the completion of eighth grade in accordance with Education Code Section 47605(c) and No Child Left Behind (ESSA), and will demonstrate progress on the State Testing Program, competency in standards inspired by Waldorf education, and competency in state grade-level content and performance standards. Please refer to the Attachment (supplementary binder) containing "The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf-Inspired Programs" (Waldorf/Common Core State Standards) for further detail.

GOALS FOR ALL PUPILS INCLUDING EACH SUBGROUP OF PUPILS

In addition to our Vision 2020 goals, our commitment at GVRs includes the following:

- To provide expanded educational choices and opportunities for families and children from kindergarten through eighth grade by making a quality education inspired by Waldorf available in a public charter school setting.
- To provide a balanced education that nurtures the development of the whole child, enabling students to become self-motivated, competent, and lifelong learners, able to impart meaning to their lives and pursue actions that benefit their community and society.
- To offer a curriculum inspired by Waldorf education, emphasizing a solid academic foundation, along with artistic expression, social development and responsibility, physical fitness, and attention to the inner emotional life of the child.
- To draw out each student's unique abilities while encouraging the balanced expression of his or her full potential.

- To keep children engaged with their senses, nurturing the imagination in the early years, in order to build a foundation for flexible, imaginative, and critical thinking.
- To use a three-fold “head, hands, and heart” approach to encourage the growing student to develop his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, fellow human beings, and nature.
- To meet or exceed the Common Core State Standards over the progression from kindergarten through eighth grade.
- To develop students’ ability to think creatively and apply imagination to a variety of academic and practical tasks, so the students of today become the creative problem-solvers of tomorrow.
- To encourage students’ awareness of and empathy for diverse peoples, cultures, and languages.
- To help students develop a sense of affinity for and commitment to their environment, community and world, helping them become responsible citizens.

Additional goals are further described in Element #2, Measurable Student Outcomes and Other Uses of Data.

WHO THE SCHOOL IS ATTEMPTING TO EDUCATE

GVRS educates students from kindergarten through eighth grade from the communities of Folsom, Granite Bay, Orangevale, Fair Oaks, Citrus Heights, Carmichael, and the surrounding areas (greater Sacramento) in seat-based and independent study programs. GVRS serves approximately 320 students in grades kindergarten through 8 (K-8). GVRS has one outdoor kindergarten class and one classroom that offers a multi-age hybrid homestudy model using Waldorf education.

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

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

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

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

--William Butler Yeats

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

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

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

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

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

- Self-respect, self-control, and self-actualization
- Ability to communicate with respect and compassion
- Respect for the environment

HOW LEARNING BEST OCCURS

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

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

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

- Academic components framed within an artistic, creative, and imaginative context
- Academic development in an environment that supports the unfolding of the physical, emotional, and social aspects of the individual child
- A model asserting that children have identifiable stages of development
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Whole-to-part learning, from synthesis to analysis
- Educational models that weigh process and outcome equally
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model
- A partnership between home and school where parents can become deeply involved both in their child's education and in the Charter School's decision making
- The creation of a community wherein all members—including parents, teachers, and children—make a commitment to lifelong learning
- Staff who are sensitive to each child’s personal rhythm and development

- Limited media exposure
- A cooperative, non-competitive environment where each child’s uniqueness is honored
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically
- Teaching methods that place a high value on relational experiences and inter- and intra-personal interactions
- Introduction of technology applications in the third grade, with an emphasis on using these tools responsibly and creatively, including internet research and keyboarding.

IMPLEMENTATION OF EDUCATIONAL PROGRAM/CURRICULUM

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

--Elliot Eisner
 Professor of Education and Art, Stanford University
 Past President, American Educational Research Association

Introduction to GVRS's Instructional Program

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

“Young children make the most dramatic strides in terms of nearing their full adult potential, in their sensory and motor skills, and the neural regions most related to them. During the grade school years and beyond. . . the most dramatic gains are in their social and emotional skills Finally, after puberty, the developmental focus within the brain shifts to the regions of the brain that enable the most advanced thinking, relying upon abstractions and critical judgment. Also a rich network of neural connections develops between these areas and brain regions most directly involved in emotion and movement.”

--C.E. Cordes and E. Miller
 Fool’s Gold: A Critical Look at Computers in the Classroom
 Alliance for Childhood, College Park, MD, 2000

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our

teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn. Grades students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning.

GVRS also offers the option of a three day, outdoor kindergarten whereby the students participate in independent study for the other two days. Teachers offer these 20 students resources and parent education to supplement the Waldorf approach at home. Monthly parent-teacher conferences are also required.

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

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

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

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

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

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

The faculty selects curriculum materials and instructional activities. Based on the Waldorf/Common Core State Standards, each teacher develops his/her units of study (blocks) using a variety of materials from the teacher resource library, the Internet, and from the public library. Each teacher will plan a block rotation prior to the beginning of the school year, which will be submitted to the Principal and distributed to parents at the beginning of the school year.

The curriculum inspired by Waldorf education offers aspects of Waldorf education adapted and suitable for a publicly funded charter school in California. The curriculum does not and will not teach or advocate any particular religious creed or belief.

Overview of the Kindergarten

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

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

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

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

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

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

--Henry David Thoreau

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

The kindergarten at GVRS is a place where children can fully reap all of the benefits that healthy childhood offers to human development. The kindergarten offers a protected, nurturing, home-like environment that both stimulates and protects the child's developing senses by evoking the soft, harmonious beauty of the natural world, providing ample opportunity for children to learn good habits through imitation, to develop imagination through free play and stories, to be exposed to a rich and varied oral vocabulary, and to strengthen the will through repetitive, rhythmic activity involving a combination of music, verse, and movement. To step into a GVRS kindergarten

classroom is to pay a visit to the timeless world of childhood – a simultaneously comforting, enlivening, and enchanting experience. We are reminded that while technology and progress may bring all manner of changes to human society, childhood is childhood, and the basic, essential needs of children remain constant.

Yet the surroundings and influences to which the child is exposed have changed enormously, and continue to change at ever-increasing rates. More and more the Charter School must provide for essential needs that may not be met at home. These include the need for physical and emotional safety, for time and freedom to explore and become acquainted with the physical environment, for age-appropriate stories that nourish and strengthen the powers of imagination, for relationships with warm, fully present adults, for direct contact with the natural world, for unstructured, creative play, for nutritious whole food, and for protection from the cold, harsh, mechanical overstimulation that is the hallmark of electronic media.

This kindergarten experience provides a firm foundation for all three human capacities to fully develop. Scientific studies have clearly shown that the brain of the young child is remarkably elastic, and that early experiences will affect brain structure by establishing complex or simplistic neural pathways. According to Jane Healy, “What children do every day, the ways in which they decide to pay attention, shapes the brain. Not only does it change the ways in which the brain is used, but it also causes physical alterations in the neural wiring system.”

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

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

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

of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

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

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

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving and social interaction. Early childhood research shows that free play is serious work for young children, forming the basis for later scientific thought (analytical critical thinking skills and problem solving).

An emphasis of parent education in the kindergarten includes frequent parent-teacher conferences, educational talks by guest speakers, may include home visits, and always includes print material resources. In the outdoor kindergarten classroom, students receive instruction and meet all of the core standards through interacting together in the natural environment.

Overview of the Grades

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

--Albert Einstein

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

--Andy Silvert, GVCS Alumni Parent

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

--Jane Healy, *Endangered Minds: Why Children Don't Think*. Touchstone, New York, 1990

The school day for the grades will begin with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences. Each core subject, defined as mathematics, language arts, science and history/social studies/geography, is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multi-disciplinary style, combined with the unit block approach, is central to GVRS's teaching strategy since it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the Main Lesson, students spend two or three additional periods each day in core academic subjects. Also, for one or two periods each day, students attend non-core special subjects such as Spanish, handwork, music, games, and the arts. Since Spanish is defined as a non-core subject that may be taught by a teacher who does not hold a California teaching credential, students will not be eligible to meet the high school language requirement with Spanish taken at GVRS. A grade-by-grade overview of the curriculum is provided below; variations in the general curriculum may occur depending on the teacher, the particular class, and the year.

First Grade

Math: Qualities of numbers; introduction to the four operations of arithmetic; beginning mastery of basic math facts; skip-counting the lower multiplication tables; mental math; story problems; geometric forms

Literature & Grammar: Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation

Science: Nature stories; nature walks; observations; gardening

Music and Performing Arts: Singing; interval and/or pentatonic flutes (develop finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum

Art: Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations

Foreign Language: Spanish (introduced through plays, songs, rhythms, and games)

Handwork: Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, such as sequencing, patience, perseverance and self-esteem)

History & Social Studies: Multicultural stories

Second Grade

Math: Continue with four operations of arithmetic; story problems; counting by 2 to 12; beginning mastery of multiplication tables; geometric patterns found in times tables; place value; carrying and borrowing

Literature & Grammar: Elements of grammar (naming, describing words); beginning cursive writing; animal fables; legends of heroic people from around the world; spelling; reading; composition

Science: Garden and nature studies

Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play

Art: Continue form drawing; watercolor painting; beeswax modeling

Foreign Language: Spanish continued (plays, songs, poetry, games and simple conversation)

Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)

History & Social Studies: Multicultural stories

Third Grade

Math: Memorization of multiplication tables (2 through 12); weight; measure; length; volume; money; time; two- to three-digit multiplication; long division

Literature & Grammar: Elements of grammar (nouns, verbs, adjectives, adverbs); continuing cursive; spelling and punctuation; compositions; stories from ancient history

Science: Continuation of garden and nature studies

Music and Performing Arts: Singing in rounds; pentatonic and C flutes; in-class skits; performance of annual class play

Art: Continue form drawing; painting; beeswax modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, and vocabulary)

Handwork: Crocheting (pattern and placement recognition, finger dexterity)

History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world

Fourth Grade

Math: Four-digit multiplication; continuation of long division; fractions, geometry

Literature & Grammar: Elements of grammar; continuing cursive; spelling and punctuation; book reports, research reports, and narrative writing; Norse mythology, Legends of California indigenous people

Science: Zoology; continuation of garden and nature studies

Music and Performing Arts: Singing and recorder in rounds; possible addition of violin/cello; performance of annual class play

Art: Advanced form drawing; painting; clay modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)

Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)

History & Social Studies: California and local history

Geography: California and local geography; map making

Fifth Grade

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures

Literature & Grammar: Elements of grammar; continuing cursive; spelling and punctuation; compositions; Greek myths

Science: Botany; inductive method; reproductive systems; continuation of garden and nature studies

Music and Performing Arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)

Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)

History & Social Studies: Ancient civilizations through Greek times

Geography: North American geography as related to vegetation, agriculture, culture, and economics

Sixth Grade

Math: Beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math

Literature & Grammar: Composition; grammar; spelling; biographies

Science: Mineralogy; physics (acoustics, electricity, magnetism, optics, and heat); beginning astronomy; continuation of reproductive systems; continuation of garden and nature studies

Technical Subjects: Introduction to keyboarding; basic online search and research methods; use of computers for basic research and word processing; guidelines for avoiding plagiarism in publishing.

Music and Performing Arts: Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, and writing)

Handwork: Hand-sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product)

History & Social Studies: The Roman Empire and medieval history

Geography: World geography, usually emphasizing Europe

Seventh Grade

Math: Algebra; mathematical thinking/theory; geometry

Literature & Grammar: Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama

Science: Physics (mechanics); physiology (blood and muscles); astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies

Technical Subjects: Online research and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette; protecting safety and privacy; introduction to publishing and presentation software including the use of multimedia elements. Use of computers for basic research, word processing and publishing (e.g., research papers, individual and group projects, presentations using MS PowerPoint, simple tables, charts, and graphs.

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; carving (wood and stone); clay modeling; woodworking; painting; perspective drawing; portraits

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Hand-sewn clothing; woodworking

History & Social Studies: Renaissance and Age of Exploration and Discovery

Geography: World geography, usually emphasizing Africa

Eighth Grade

Math: Practical applications of arithmetic; algebra; geometry

Literature & Grammar: Composition; grammar; spelling; literature (short stories, poetry, letters)

Science: Physics; organic chemistry; physiology; continuation of gardening and nature studies through ecology; astronomy

Technical Subjects: Continuation of skills taught in seventh grade, advanced internet search and research tools, validating and evaluating the quality of online sources; computer etiquette; protecting safety and privacy; interactive and collaborative online discussions and writing projects with peers; learning to critique and evaluate media, and to explore forms and uses of media.

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; soapstone carving; clay modeling; woodworking; painting

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Machine sewing of clothing

History & Social Studies: World economics; American history

Geography: World geography, usually emphasizing Asia

*See appendix for the full grade level standards taught at California Waldorf charter schools.

Additional Aspects of the Educational Program

The Class Teacher – The heart of the education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class of children through several grades of elementary school (i.e., one teacher may loop from grades 1-5 and another teacher from grades 6-8), teaching the Main Lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families) and help students unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

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

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

Main Lesson Books – The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual “textbooks” called Main Lesson books for each subject taught. In their Main Lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with

their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The Main Lesson book approach to student learning builds students' skills of focus and concentration. These Main Lesson books require the students to write in depth about their lessons, and are a significant tool for building writing skills. Richly illustrated by the children, these Main Lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

Textbooks – Appropriate and carefully selected textbooks can be a valuable aid for teachers and students throughout the grades. Depending on the grade and subject matter, our program uses state-adopted textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In addition, state-adopted math textbooks are used for the leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

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

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

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

The Sciences – Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants.

In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

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

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

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

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

Independent Study – Golden Valley River School shall offer independent study in accordance with all audit guidelines of the district and state and county requirements. Students may receive independent study for planned absences for health concerns, religious practices, or emergencies. GVRS will also offer a hybrid homestudy program whereby students can receive a curriculum with weekly assignments and block classes on campus.

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

The Environmentally-Conscious Curriculum and everyday rhythms and routines of our school community help cultivate a sense of gratitude, respect, and responsibility for self and all living things. GVRS strives to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the interrelatedness of nature, self, and community, and pursue actions that are essential for sustaining our world.

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

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

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

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

High Support Level: Children will be fully supported by teachers and parent volunteers providing a high adult-child ratio. “Teachers” from the community, volunteers, parents, and grandparents will be invited into the classroom day to share and assist in learning activities.

Peer and Cross-Age Interaction: The children will support each other in many ways including small-group learning and peer tutoring. Activities with mixed-age grouping will provide ample opportunities for older and younger children to interact, as well as children with similar and dissimilar abilities.

Self-Esteem Development: The self-confidence of the children will be fostered through a cooperative, non-competitive learning environment, where each child's uniqueness is honored. Awareness and shared recognition of the children's accomplishments, displays of student work, performances, open houses, and many successful experiences will promote positive self-esteem.

The GVRS Classroom Community

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

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

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

Social Skills will be taught school-wide through the implementation of the *Hope Social Skills System*. Each month all classes will focus on one of the Hope lessons, which are: Goal Setting, Essential Communication Skills, Making and Keeping Friends, Assertiveness, Appreciation of Diversity, Problem-Solving/Conflict Management, Recognizing and expressing Emotions, Self-Calming Strategies, Controlling Anger and Aggression.

Class teachers use the class meeting tool as outlined by *Positive Discipline*. Students learn that they can come together as a class to solve problems and build an inclusive, mutually supportive community where every student can experience success and a feeling of importance and belonging.

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

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

MATERIALS

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

Also, as stated previously, our program will use state-adopted textbooks in the classroom as teacher resources for lesson preparation and as important research tools for students to augment their lessons. In addition, state-adopted math textbooks will be used for the leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet student learning needs.

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

PROFESSIONAL DEVELOPMENT

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

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

Beginning Teacher Induction participation as appropriate is offered to beginning teachers. All teachers will be provided with professional development regarding the implementation of Common Core State Standards in an environment inspired by Waldorf education.

CALENDAR AND BELL SCHEDULE

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

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

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

SST members will identify the specific academic areas of need for low achievers and plan interventions that are monitored and reviewed at subsequent meetings. In addition to the SST and IEP processes, GVRS will use research-based assessment tools (e.g., the State-approved Quantitative Reading Inventory or QRI) to refer struggling readers to programs that improve reading skills, such as phonemic awareness, decoding, fluency, and comprehension.

GVRS programs that target the needs of academically low achievers include:

- Leveled reading groups

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

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

Student Success Team

A Student Success Team (SST), including parents, teacher, and other school personnel or interested persons, uses a systematic problem-solving approach to assist students with any concerns that may be impeding student success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and support the parent, teacher, and student. An SST is a general education function. Many students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues.

Any adult who has a concern for a student may initiate consideration for the SST process. Those connected with the student may be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

Prior to the SST meeting parents are given written information regarding why the SST meeting is being convened and an invitation to take part in the SST meeting. This incitation includes the date, time and place the SST meeting will be held. Questionnaires are also given to the parent prior to the meeting to help them prepare to participate in the meeting.

Our twelve SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to address concerns are brainstormed.

9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person(s) responsible and timelines for actions are recorded.
12. Follow-up date is set.

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

- Leveled reading groups engaging beginning to advanced levels of readers.
- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in the classroom. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Leveled math programs using State-adopted textbooks in sixth through eighth grades. Our current program includes a credentialed math teacher providing algebra instruction to eighth grade students ready for this challenge. Students are placed in math levels based on teacher recommendation, evaluation, and on placement tests from State-adopted math textbooks.
- The availability of supplemental materials to teachers, such as advanced mathematics materials inspired by Waldorf education. Teachers have the option to provide extra challenges to students as needed.

- Teachers providing academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Student governance/leadership opportunities through service on a Student Council.

PLAN FOR ENGLISH LEARNERS

English Learners

GVRS shall comply with all applicable laws with regard to services and the education of English Learners (EL). This includes all applicable legal requirements for English Learners (ELs) relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. GVRS shall implement policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils.

Home Language Survey

The Home Language Survey (HLS) shall be administered upon a student's initial enrollment into GVRS.

English Language Proficiency Assessments for California

All students who indicate that their home language is other than English will be assessed with the English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment¹ and at least annually thereafter with the Summative ELPAC until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of assessment administration. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. Parents or guardians of English Learners will be informed of their rights and they will be encouraged to participate in the reclassification process.

English Learners and Core Instruction

ELs will have daily access to the core curriculum and will be taught in an English language program (mainstream) with support from the Educational Support Program as needed. This support

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been administered the initial ELPAC. All other students who have indicated a home language other than English will continue with annual summative ELPAC testing based upon the date last tested at the prior school of enrollment.

may be in the form of in-class help, which will help EL access the core curriculum, and/or small group instruction developed to meet the specific language needs of the EL.

Instruction techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. EL students will receive EL and core content instruction appropriate for their English proficiency and grade levels.

In addition, the instructional program for GVRS is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs in the following ways:

- Students will interact through cooperative learning activities
- Students will make oral presentations in content areas
- Students will collaborate for group performance and reports
- Students will be provided with learning opportunities in recreation and performing arts
- Students will be provided academic tutoring as needed
- Students will receive daily English language development information according to their English language proficiency levels as identified by ELPAC designation
- Students will be given direct support during the school day to aid them in improving their spoken and written English
- Students will be provided with instructional materials that will help them acquire English

Teacher Qualifications and Training

Teachers of EL students will be trained to use appropriate differentiated instruction to reach all levels of English proficiency in accordance with federal law. The curriculum training inspired by Waldorf education our teachers receive, with its emphasis on a multi-sensory teaching methodology, the oral tradition, and the cultural diversity of the curriculum, addresses the needs of English Learners.

Reclassification to Fluent English Proficient (FEP) Status

GVRS will use State Board of Education-identified criteria to determine English proficiency levels for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, GVRS will monitor to ensure ongoing academic success for reclassified students for at least three years from their reclassification date. Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- The California Assessment of Student Performance and Progress (CAASPP) statewide assessment for students in grades 3-8.

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School’s reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance indicators based upon the performance of English-proficient pupils of the same age, which demonstrates the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

GVRS will monitor and evaluate program effectiveness for ELs. Benchmarks and monitoring will include:

- Adherence to GVRS adopted academic benchmarks by language proficiency level to determine adequate yearly progress. ELs demonstrate progress from year to year:
 - Students designated according to the ELD Standards Proficiency Levels of Emerging, Expanding and Bridging will improve one level each year on ELPAC testing.
 - Students at Level 1, the beginning stage of developing English skills, will move to Level 2, somewhat developed English skills.
 - Students at Level 3, with moderately developed English skills, will move to Level 4, with well developed English skills
- ELs gaining Proficiency in English:
- Monitoring of student identification and placement.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of availability of adequate resources.
- Meeting annual measurable achievement objectives for ELs under ESSA.

PLAN FOR SPECIAL EDUCATION

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

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

GVRs operates under a Memorandum of Understanding (“MOU”) between the school and SJUSD, which shall delineate the respective responsibilities of GVRs and SJUSD with regard to the funding and delivery of special education and related services.

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

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

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

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

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

Search and Serve

Upon the commencement of GVRs's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through

collaboration between the faculty and Principal, GVRS will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan.

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

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

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

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

Interim and Initial Placements of New Charter School Students

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

Referral for Assessment

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

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

Assessment

The Special Education Case Manager will be responsible for gathering all pertinent information and sharing such information with the SJUSD SELPA (where applicable according to SELPA policies). Information gathered will be used to determine the student's eligibility for services, and

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

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

GVRs will adhere to the following assessment guidelines. If a conflict with SJUSD SELPA policies and procedures exists, then SJUSD policies and procedures will govern.

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

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

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

GVRs, in collaboration with the SJUSD SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. GVRs will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- At least one Special Education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;

If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

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

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

Upon the parent or guardian's written consent, the IEP will be implemented by GVRs. The IEP will include all required components and be written on SJUSD SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;

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

IEP meetings will be held according to the following schedule:

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

IEP Review

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

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

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported for all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is

anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although SJUSD will hold ultimate responsibility for providing Special Education services (so long as GVRS operates as a school of the authorizer for purposes of special education), GVRS is committed to assuring all IEPs are properly implemented and all students requiring services are adequately supported.

It is the goal of GVRS to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the Principal of GVRS, will be the primary GVRS representatives tasked with assuring that all aspects of the IEP are properly implemented. All teaching staff at GVRS will also be held accountable in assuring that all IEPs are properly implemented.

GVRS employs a Special Education Manager that has the following duties:

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

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

Reporting

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

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;

- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from GVRs of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

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

Procedural Safeguards

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

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

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

Dispute Resolution²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, SJUSD and GVRs shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the SJUSD SELPA determines that legal representation is needed, GVRs agrees that it shall be jointly represented by legal counsel of the SJUSD's choosing.

So long as the GVRs operates as a school of the authorizer for special education purposes, SJUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in

² In the event that GVRs opts to operate as an LEA in a SELPA other than SDUSD, GVRs reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

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

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

Complaint Procedures

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

Special Education Strategies for Instruction and Services

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

Professional Development for GVRs Staff

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

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

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

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

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

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

ELEMENT #2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."
Cal. Ed. Code

-- California Education Code Section 47605(b)(5)(B)

GVRS has clearly defined school-wide outcomes goals in compliance with California Education Code sections 47605(b)(5)(B) and 520605(b)(5)(B) and 52060(d)

We recognize the following to be applicable to Golden Valley River School:

A focus on results rather than means...

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how the standards should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that student may need to monitor and direct their thinking and learning. Teachers are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be the most helpful for meeting the Standards.

- California Common Core State Standards: Introduction, March 2013

ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing GVRS's annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan ("LCAP") (See Attachment VII)

GVRS will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, GVRS shall update the LCAP, including the goals and annual actions identified below. GVRS shall submit the LCAP to the District and the Sacramento County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GVRS at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, GVRS has separated out the state priorities into “sub-priorities.”

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
State Priority #1 (Basic Services). The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All teachers will be appropriately credentialed. Achieved for first year • Students will have access to Waldorf/Common Core State Standards-based instructional materials. Achieved for first year • Students are housed in San Juan Unified School District facilities. Achieved for first year 	<ul style="list-style-type: none"> • Hire teachers who hold multiple subject credentials. • Track expiration dates of credentials to ensure that they are cleared within the appropriate time frame. • Waldorf/Common Core State Standards-Based instructional materials will be provided to students based on teachers’ requests.
State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • A curriculum based on the Waldorf/Common Core State Standards will be taught to all students including EL students. Achieved for first year 	<ul style="list-style-type: none"> • Provide teachers (including those who have EL students) with professional development based on the Waldorf/Common Core State Standards.
State Priority #3 (Parental Involvement). Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS

<ul style="list-style-type: none"> • Parents will work in collaboration with administration and teachers to create and uphold the Charter School’s vision and mission. Town Hall completed and goal achieved • Parent input will be solicited regarding decisions which affect the Charter School community. Town Hall completed and goals achieved 	<ul style="list-style-type: none"> • Include parent representation on the Board of Trustees (five parent board positions). • Encourage active parent involvement through the GVRS Parent Circle. • Invite parents to volunteer in classrooms. • Seat parents on administrative committees that make decisions for the Charter School. • Hold yearly community meetings to keep parents abreast of what is happening in the Charter School, and to provide a venue for parent input. • Have teachers conduct a minimum of three Class Parent Meetings per year.
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State Priority #4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (CAASPP, or any subsequent assessment as certified by SBE)
- B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- C. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- D. EL reclassification rate
- E. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • The Charter School will increase the number of students scoring the equivalent of advanced or proficient in State Assessment Program by 8th grade. School will have first 8th grade class in 2018-19. • 95% of all students in grades 3 – 8 will participate in each component of the CAASPP for which the charter school is held accountable. Only .038% of students waived the exam • All EL students will advance one level per academic year as measured by the ELPAC. 	<ul style="list-style-type: none"> • Provide professional development for teachers to assist them in delivering Waldorf/Common Core State Standards. • Teachers will use state assessment results and other assessment results to plan curriculum. • Teachers will use rich oral language curriculum to foster language development in EL students • Teachers will create and deliver lessons using the methods of Waldorf education—through the use of direct instruction, storytelling, manipulatives,

	<p>visual and performing arts and movement.</p> <ul style="list-style-type: none"> Teacher will assign students research projects and other types of learning projects appropriate to grade level and curriculum. Specialists, under the direction of credentialed teachers, will deliver a rich and varied instruction in music, arts, gardening, handcrafts and movement.
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State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> The Charter School’s attendance rate will increase each year until attendance reached 97%. Current attendance is just under 94% High School dropout rates = N/A High School graduation rates = N/A 	<ul style="list-style-type: none"> Continue recognizing students who have achieved excellent attendance with an incentive program three times a year. Track student attendance and notify parents when their children have excessive absences. Hold School Attendance Review Team (SART) meetings with parents of students with chronic absenteeism problems.

State Priority #6 (School Climate). School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> The Charter School will have a measurable decrease in the number of student suspensions. Year one saw 10 student suspensions for total of 12 days 	<ul style="list-style-type: none"> Provide professional development for teachers in using Nurtured Heart, Virtues Project, and Positive Discipline techniques in the classroom (See Element 1, GVRS Classroom Community)

<ul style="list-style-type: none"> • Pupil expulsions will only occur when legally required by the severity of the infraction (see Element 10) No expulsions to date • C = N/A 	<ul style="list-style-type: none"> • Provide professional development in the Hope Social skills System. • Implement school-wide use of the Nurtured Heart (positive behavior support) Program, Virtues Project and Hope Social Skills System. • The Guidance Committee will use Restorative Justice principles to help with discipline issues and conflict management • Use results of Parent Survey to inform how we implement school programs. •
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State Priority #7 (Course Access). The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All students (including low-income, English learners and/or foster youth) will participate in a curriculum inspired by Waldorf education, as described in our charter document. This includes English, Social Studies, Science, Health, Visual and Performing Arts, Health, and Physical Education. All students participated 	<ul style="list-style-type: none"> • All academic content area will be available to all students, including student subgroups at the appropriate grade levels.

State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
<ul style="list-style-type: none"> • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in English 	<ul style="list-style-type: none"> • Teachers will participate in Waldorf Teacher Training, as well as other types of professional development, that will aid them in implementing the

<p>Language Arts/Literacy according to the Waldorf/Common Core standards.</p> <ul style="list-style-type: none"> • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Mathematics according to the Waldorf/Common Core standards. • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Social Studies according to the Waldorf/Common Core standards. • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Science according to the Waldorf/Common Core standards. • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Visual and Performing Arts according to the Waldorf/Common Core standards. • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Physical Education according to the Waldorf/Common Core standards. • All students (including low-income, English learners and/or foster youth) will show grade level proficiency in Health according to the Waldorf/Common Core standards. 	<p>Waldorf/Common Core State Standards, as stated in the first column, through the use of storytelling, performing and visual arts, movement and music.</p> <ul style="list-style-type: none"> • Teachers will deliver the Waldorf/Common Core curriculum, as stated in the first column, through the use of Waldorf methods, which includes direct instruction, projects, storytelling, performing and visual arts, movement and music.
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ELEMENT #3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state

priorities shall be consistent with the way information is reported on a school accountability report card.
-- California Education Code Section 47605(b)(5)(C)

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

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

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

Outcomes Aligned to the State Priorities

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

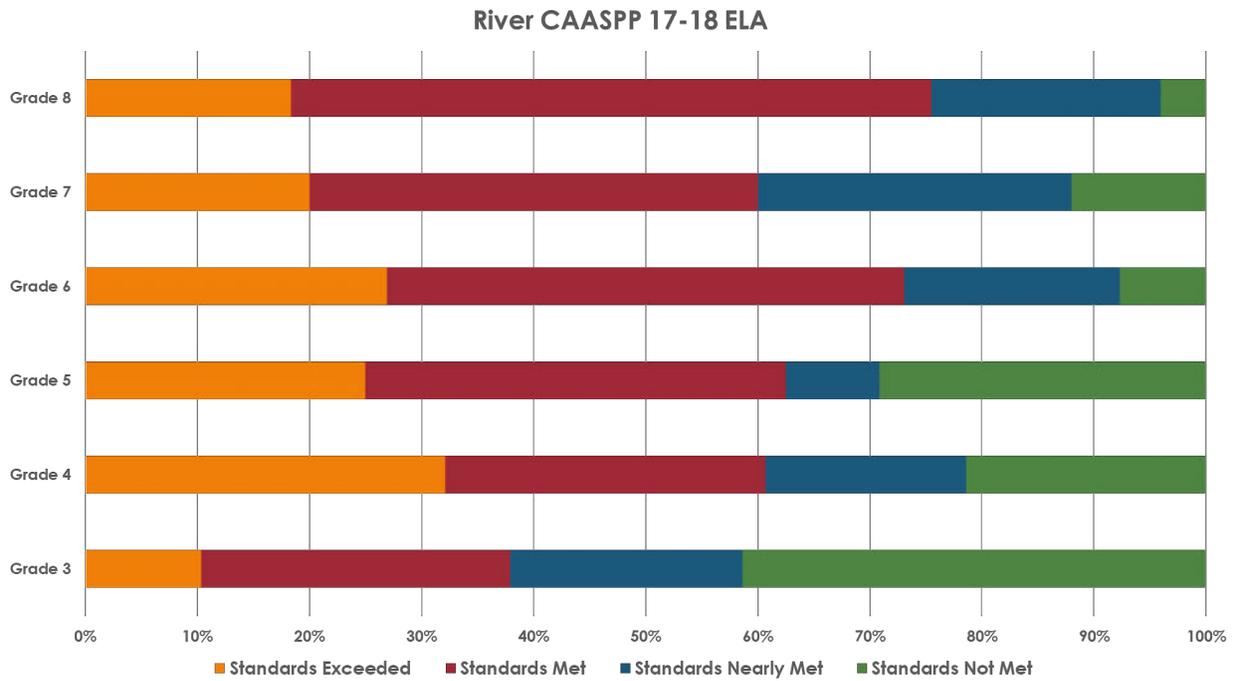
The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by GVRS at the school site and submitted to the district and appropriate agencies.

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

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

A common theme we see in the standardized testing of Golden Valley Schools is that the students improve dramatically over time. Because of the scheduling of the Waldorf methods approach, students in grade 3 and 4 tend to score lower than their peers in traditional settings, score at grade level in 5th and 6th and outperform their peers in grades 7 and 8. Looking at the scores for GVRS for the 2017/18 testing year, on both ELA and Math, GVRS students scored higher than the state average and the San Juan District average. Interpreting data from a very small sample size shows some variation from year to year because GVRS only has one class testing per grade level so the average test was taken by 27 students per grade.

2017-18 RIVER CAASPP ELA



Comparing 2017-18 River CAASPP ELA Data

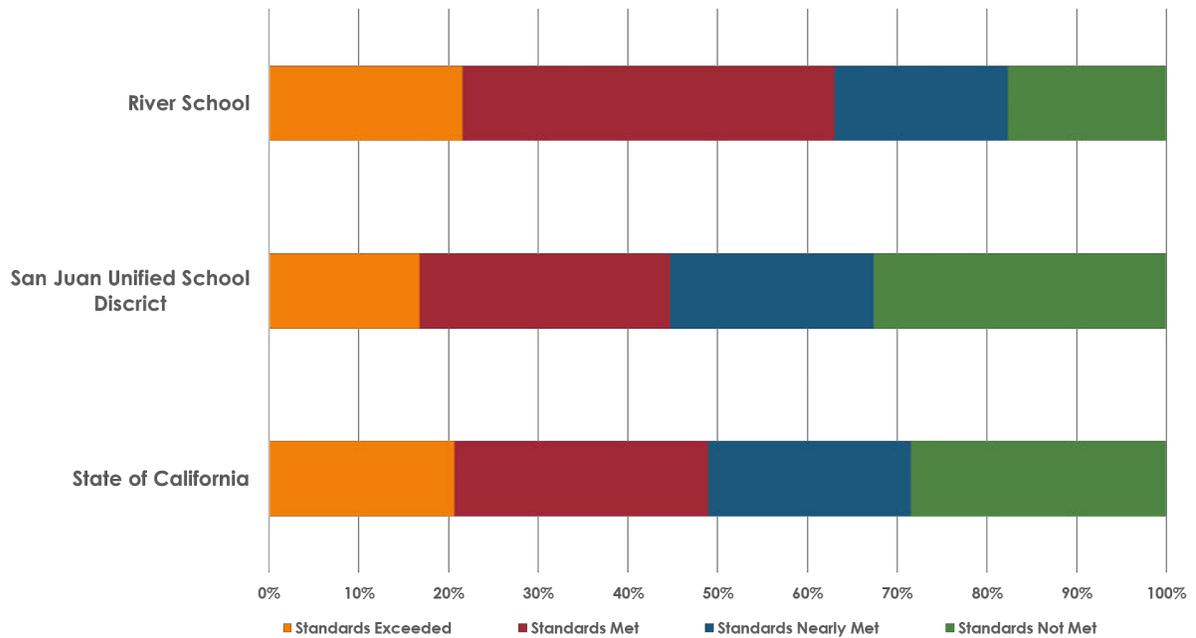
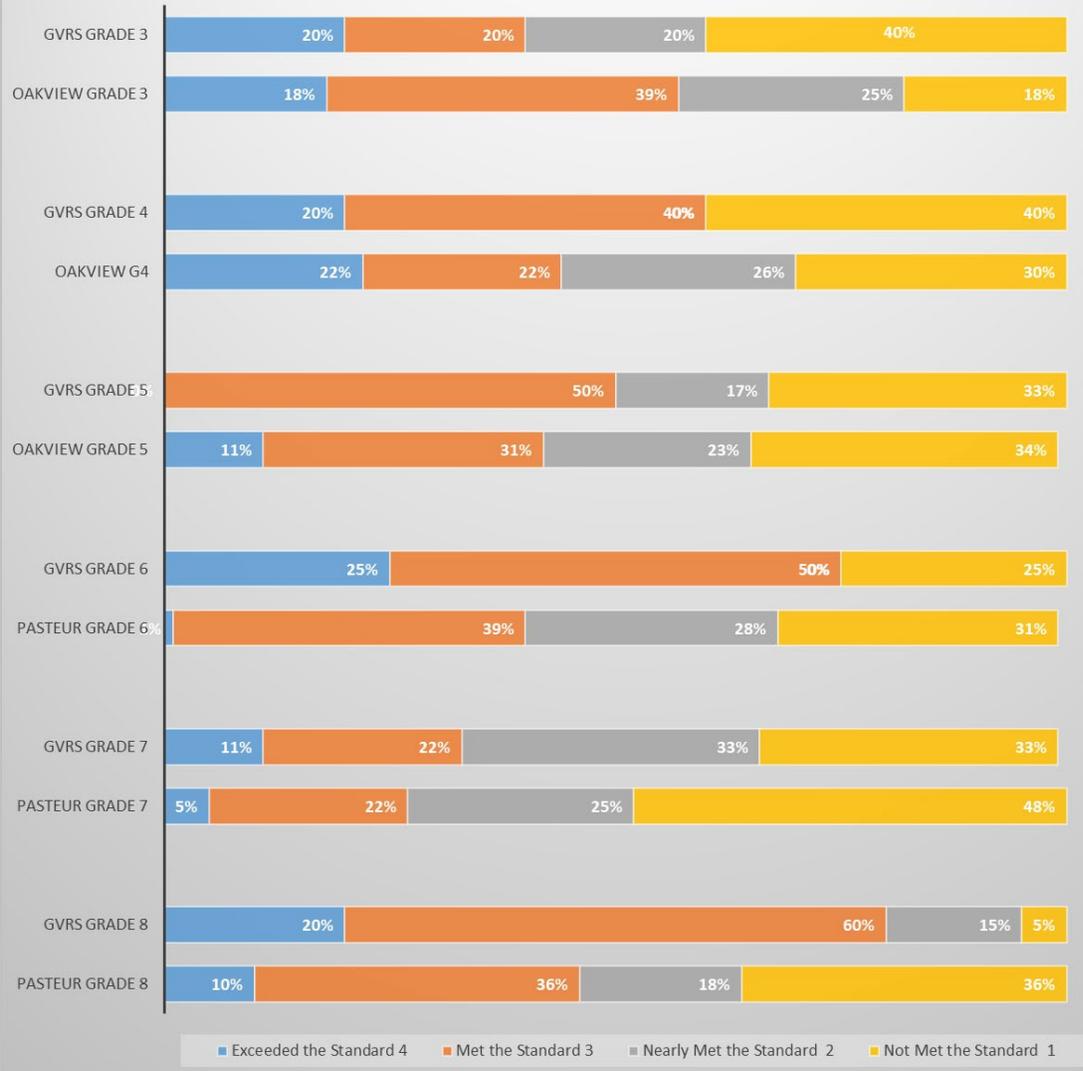
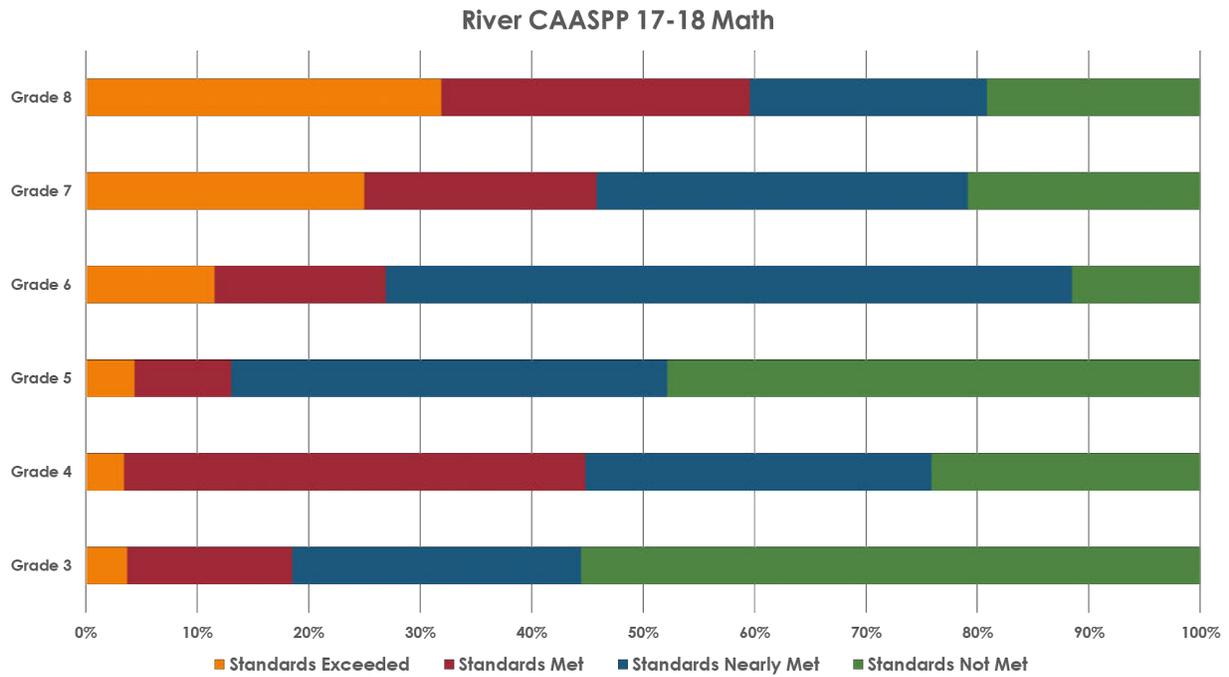


Chart A
Golden Valley River School Comparative Data
2017-18 CAASPP 3rd - 8th Grade ELA - SES Pupil Population



2017-18 RIVER CAASPP MATH



Comparing 2017-18 River CAASPP Math Data

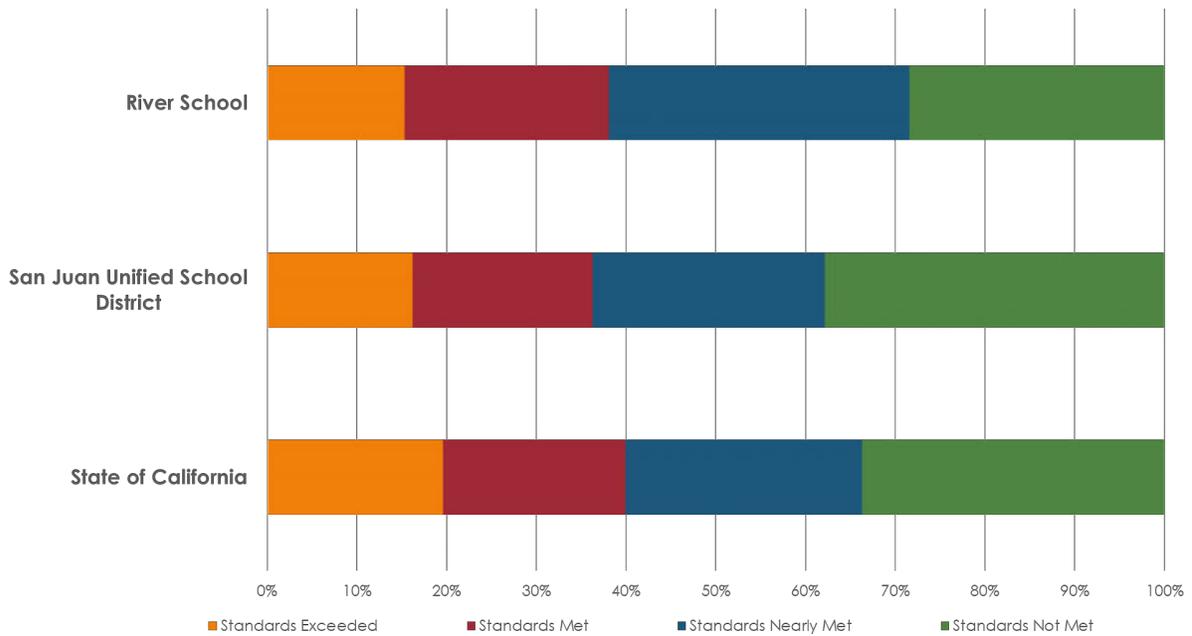
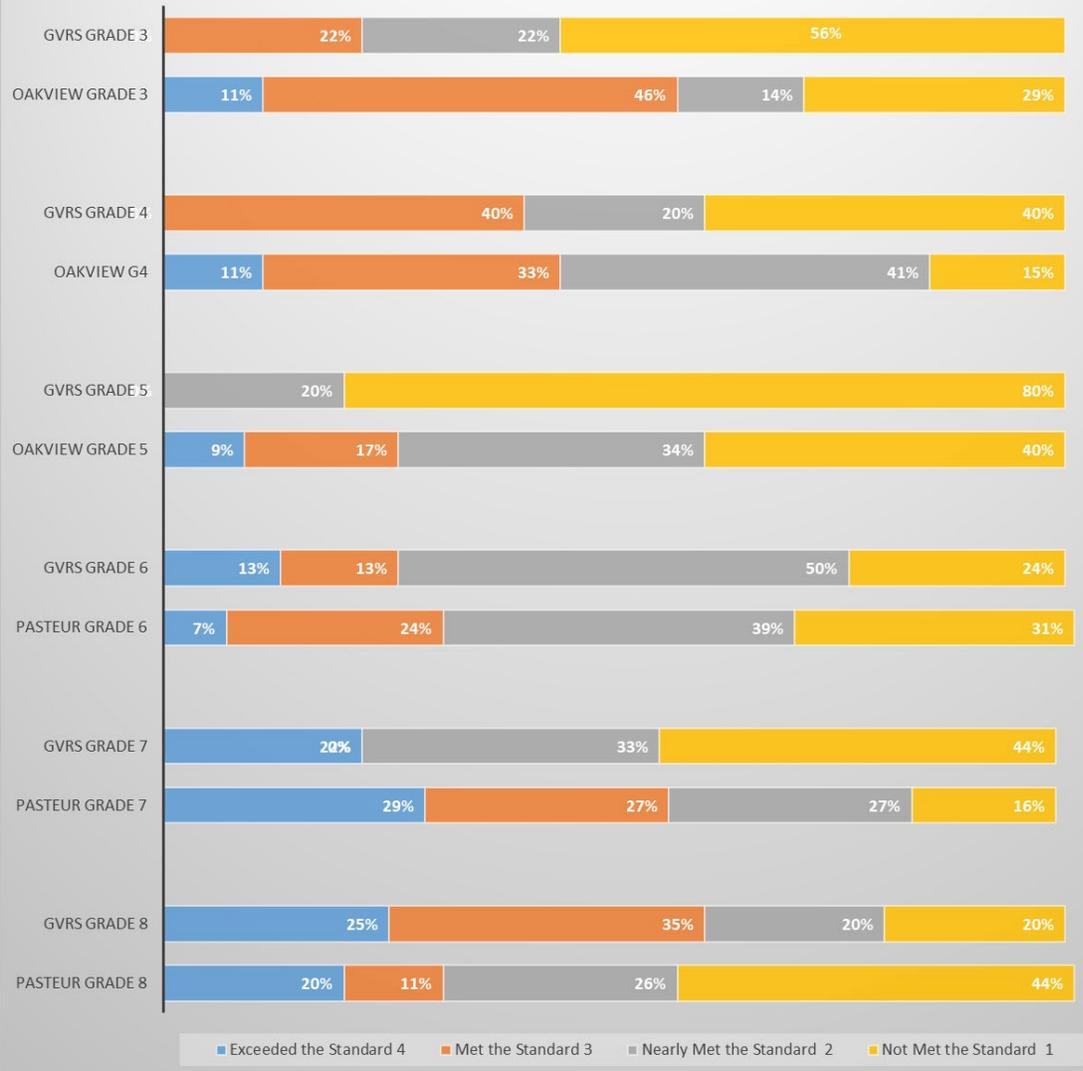


Chart B
Golden Valley River School Comparative Data
2017-18 CAASPP 3rd - 8th Grade MATH - SES Pupil Population



In comparing the CAASPP test results between GVRS and local San Juan District students, we have graphed a comparison that controls for socio-economic factors. In the lower grades we have compared our students to the Oakview School and in the middle school to Pasteur. These two campuses closely match our demographics, SES, and neighborhoods and would be a likely destination for children who were waitlisted for the Golden Valley programs. English scores are slightly higher at GVRS and both tests reflect our goal of having students outperform the state and nearby schools by the 8th grade.

SPECIFIC ASSESSMENT TOOLS

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

Assessment Tools Used at GVRS

Name of Assessment	Purpose for Administering	Grade Assessed	Month/Season to be Administered
California Assessment of Student Performance and Progress (CAASPP)	Measure student performance against state and national schools, school wide and by significant subgroups	3-8	April/May each year
California Standards Test (CST) Writing Test	Assess writing skills	4, 7	April/May each year
California English Language Development Test (ELPAC)	Evaluate English language fluency	K-8	Within 30 days of enrollment for students new to California public schools; Annually for continuing students
Benchmarked to Common Core Standards	Tracking student progress	1-8	Fall and Spring
Reading Inventory	Assess reading skills—sight word knowledge, reading fluency, and reading comprehension.	1-8	Fall and Spring each year; additional assessment if needed

Name of Assessment	Purpose for Administering	Grade Assessed	Month/Season to be Administered
Math Assessments	Assess 1 st -5 th grade student math skills in accordance with <i>Waldorf/Common Core State Standards</i> .	1-5	Fall and Spring each year; additional assessment if needed
Math Assessments from State-Adopted Textbooks	Assess 6 th -8 th grade students for placement in leveled math program using state-adopted textbooks. Determine skill areas needing additional review/strengthening.	6-8	Fall and Spring each year; additional assessment if needed.
Student Report Cards	Assess student progress in academic, social, and motor skills based on teacher observation.	K-8	November, March, and June
End of Year Narrative Report	Provide teachers and parents with annual, individualized report of student progress in all areas of study, social interaction, etc.	K-8	Annually in June
Individual Student Portfolio	Provide teachers and parents with annual, individualized report of student progress based on samples of student work.	K-8	Annually in June
Fifth and Seventh Grade Physical Fitness Testing	Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed.	5, 7	Annually in April
Other demonstrations of student progress:			
Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations	Observe student presentations of work completed or mastered. Presentations will take place in the classroom and at periodic school-wide assemblies.	2-8	Periodically during each school year

Name of Assessment	Purpose for Administering	Grade Assessed	Month/Season to be Administered
Student projects, culminating in students' Eighth Grade Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. Each eighth grade student will select a subject of interest for in-depth independent study. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at the school-wide Eighth Grade Project Presentations at the end of the school year.	1-8	Periodically during each school year

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

DESCRIPTIONS OF THE MAJOR ASSESSMENT TOOLS USED BY GVRs

California Assessment of Student Performance and Progress (CAASPP) -- The CAASPP assessment will be administered annually to students in the third through eighth grade. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

California English Language Development Test (ELPAC) – The use of State testing to assess and support English Learners is described in more detail in Element #1.

Benchmarked to Common Core Standards – The GV Charter Schools have developed assessments that are benchmarked to our standards for each grade level. We have authored unique questions and maintain staff to deliver the tests and analyze the data to help us provide for interventions and curriculum adjustments to guide students towards success in the annual Common Core goals.

Waldorf/Common Core State Standards – As stated above, these standards align curricula inspired by Waldorf education with Common Core Standards over the nine- to ten-year period of kindergarten through eighth grade.

Criteria-based pre- and post-assessments – In this category, we will most commonly use four assessments. We may add or substitute other assessment tools if our Principal and faculty determine them to be more useful in promoting student learning. The assessments currently proposed in this category are:

Informal Reading Inventory reading assessment, which is a state-adopted assessment for sight word knowledge, reading fluency, and reading comprehension

The student progress reports our teachers use to identify the individual strengths and needs of students in specific academic, social, and behavioral areas. Teachers complete this rubric in the fall as a basis for parent-teacher conferences, and again in March and in June to evaluate student progress.

Math assessments of students are given in first through eighth grades to help us determine areas of student strengths and needs. For sixth through eighth grade students, math assessments help determine appropriate placement in our leveled math program.

Reporting to Parents– GVRS identifies parents and teachers as two integral parts of the student’s academic success team. As such GVRS encourages parents and teachers to stay in close communication regarding each student’s progress. In addition to informal discussions and communications throughout the year, GVRS shall offer a formal opportunity for parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conferences will be scheduled in the fall. During the conference, the parents will receive a written summary of the student’s academic progress and behavior (the Fall Report Card). Teachers will prepare an additional report card to update parents in March. As stated above, Student Success Team (SST) meetings will be called to support students who are struggling either academically or with their behavior.

USE AND REPORTING OF DATA

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

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

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

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

Parents and guardians will receive data on student achievement at least two times per year on student progress reports in November and March in addition to the end-of-year narrative report. Additional correspondence will be provided when necessary. GVRS will compile and provide to the District Board of Education an annual performance report per District requirements.

The Charter School and District Board of Education will jointly develop the content, evaluation criteria, timeline, and process for the annual performance report. The Charter School will use the information compiled in the performance report to evaluate and improve upon its educational programming as necessary.

ELEMENT #4: GOVERNANCE STRUCTURE

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
-- California Education Code Section 47605(b)(5)(D)*

NONPROFIT PUBLIC BENEFIT CORPORATION

Golden Valley Charter Schools for Educational Renewal (GVCS CMO) is a California non-profit public benefit corporation pursuant to California law and has received 501(c)(3) tax exempt status. GVCS CMO shall be governed pursuant to the bylaws adopted by the incorporators, and as subsequently amended pursuant to the amendment process specified in the bylaws, which shall be consistent with the terms of this Charter, the Charter Schools Act, and all other applicable laws.

GVRS is a directly funded independent charter school operated by the GVCS CMO. The Charter School Principal will direct the Charter School's day to day operations. Parent involvement will support the Charter School at many levels, including classroom activities, festivals, and fundraising. Parent education programs will support parents with information on approaches to education inspired by Waldorf, the connection between school and home life, and effective parenting.

GVRS recognizes that any material revision to the charter also requires approval of the District's governing board.

Included in Attachment III, please find the Articles of Incorporation and bylaws of GVCS CMO.

Non-Profit Board of Trustees

GVRS will be governed by The Board of Trustees of the operator, GVCS CMO. The number of Trustees shall be no less than five (5) and no more than nine (9) unless changed by amendments to the bylaws. 100 % of the board membership will be disinterested members. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Trustees of the nonprofit public benefit corporation.

The method of board member election, terms, and replacement are all addressed in detail in the Board-adopted bylaws. These bylaws include, but are not limited to the following:

1. The means by which Board Members are to be nominated, selected, and removed from office;
2. The duration of each Board Member's term of office;
3. The method by which Board meetings will be held;

4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws will be amended.

Board Duties

The Board of Trustees meets regularly, at least once a month and in accordance with the Brown Act. The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to the following:

- Approval of the annual school budget, calendar, and salary schedules;
- Approval of a Memorandum of Understanding (MOU) or other contracts with the District;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Approval of all changes to the Charter School's charter to be submitted as necessary in accordance with applicable law;
- Long-term strategic planning for the Charter School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;
- Approval of recommended major curriculum and program changes;
- Hiring and evaluation of the position of Executive Director of Golden Valley Charter Schools for Educational Renewal;
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School independent fiscal audit;
- Participation as necessary in student expulsion matters;
- Participation as necessary in any legal action brought against or on behalf of GVRS; and
- Increasing public awareness of the Charter School.

The Board of Trustees will initiate and carry on programs or activities and will otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board of Trustees has adopted a Conflicts Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter-school-specific conflicts-of-interest statutes or regulations. The Conflicts Code has been approved by the County Board of Supervisors.

The Board of Trustees will execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum board governance, Conflicts of Interest, and the Brown Act.

All Board of Trustees meetings will follow the Brown Act and applicable public meeting laws.

EXECUTIVE DIRECTOR

The Executive Director of GVCS CMO will report directly to the Board of Trustees. S/he will supervise the school Principals and serve as the liaison between the Board of Trustees and the authorizing school district and other outside agencies. The Executive Director's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Communicate and report to the Board of Trustees.
- Present a quarterly financial report to the Charter School Board.
- Present fiscal audit to the Board of Trustees and, after review by the Board of Trustees, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller, and the California Department of Education.
- Communicate with Charter School legal counsel and any outside consultants.
- Attend all Board of Trustees' meetings and attend as necessary District Board of Education meetings as the charter representative
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Develop the Charter School annual Local Control Accountability Plan (LCAP).
- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Propose policies for adoption by the Board of Trustees.

The above duties may be delegated or contracted as approved by the Board of Trustees to the Chief Business Officer of the Corporation or other employees, or to a third-party provider.

CHARTER SCHOOL PRINCIPAL

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports to the Executive Director of Golden Valley Charter Schools for Educational Renewal, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal will be responsible for administering the Charter School in all aspects of its day-to-day operations, working with the Board of Trustees, the District, students, parents, community members, and the other governing bodies specified by local and state law. The Principal's duties shall include tasks assigned by the Board of Trustees. These tasks will include, but are not limited to, the following:

- Ensure the Charter School enacts its mission.
- Supervise and evaluate teachers and staff.
- Stay abreast of school laws and regulations.
- Establish and execute enrollment procedures.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Oversee the administration of standardized testing.
- Establish procedures designed to carry out Board policies.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops as needed.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees.
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Complete and submit required documents as requested or required by the charter and/or Board of Trustees and/or the Executive Director.
- Identify the staffing needs of the Charter School and offer staff development as needed.
- Maintain up-to-date financial records.
- Provide timely performance evaluations of all Charter School employees.
- Ensure that appropriate evaluation techniques are used for both students and staff.

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Facilitate communication among all the groups within the Charter School and between the Charter School and the community at large.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote and publish the Charter School Program in the community, promote positive public relations, and interact effectively with media as needed.
- Encourage and support teachers in ongoing professional development.
- Provide all necessary financial reports as required for proper ADA reporting.
- Contribute to the development of the Charter School’s annual Local Control Accountability Plan (LCAP).
- Manage student discipline; as necessary participate in the suspension and expulsion process.
- Participate in special education meetings as necessary.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.

GVCS CMO will provide business, operations, and facilities management services to GVRS. This Manager will demonstrate an understanding of finance and budgeting, have a high level of organizational skill, be detail oriented, have experience working in a business management capacity, and/or possess a business degree. Experience with school finance is desired, as is support of the curriculum and philosophy of the Charter School.

FACULTY COUNCIL

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

The Faculty Council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.
- Implement the curriculum and participate in the life of the Charter School, including festivals and celebrations.
- Implement appropriate teaching strategies, student interventions, and assessment tools to ensure that GVRS students achieve their full potential.

- Participate in school committees, IEP activities, and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on the Board of Trustees and on other school subcommittees, such as the Hiring Committee, Strategic Planning, Budget Committee, and Festival Committee.
- Select Faculty Chair(s) to assist in the administration of the educational program.

PARENT AND COMMUNITY INVOLVEMENT

GVRS shall thrive with the active support of its parent community. Parents/guardians are strongly encouraged to give 40 service hours per family per school year. We selected this level of commitment based on repeated parent surveys where parents overwhelmingly picked 40 hours as the ideal service commitment. We recognize that this level is lower than the requirement at many schools; however, we believe 40 service hours allows us to welcome busy, working families to GVRS while ensuring opportunities for parents to be significantly involved in their children's school. In requesting parents/guardians to volunteer, GVRS's intention is to focus on the joy of service. Research has demonstrated that parent involvement improves student learning. Parent involvement at GVRS also shows students that their parents care about their school and creates a community atmosphere.

PARENT CIRCLE

Parent and community member involvement at GVRS shall begin with the Charter School's Parent Circle. The Parent Circle's mission is to uphold the central role of the parents in preserving the mission of the Charter School and the role of parent volunteers in contributing to all aspects of the Charter School community where needed.

The Parent Circle shall consist of parent/guardian and grandparent volunteers who will meet regularly (at least monthly) to support the life of the Charter School. The Parent Circle shall also consist of a Chair, Co-chair and Secretary, the chairs of each committee, and a faculty member. The Parent Circle shall be governed by its own set of adopted bylaws. The Parent Circle will:

- Create a forum for discussion of matters of interest and concern to the parents of the Charter School.
- Act as a communication channel between the parents and other individuals and groups, both within and outside the Charter School community.
- Facilitate cultural and social activities that contribute to the life of the Charter School.
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of the Charter School.

In addition, the Parent Circle shall provide general oversight of parent-led committees, and membership, as needed, on administrative committees, such as the following:

PARENT COMMITTEES (Consisting of Parent Volunteers)

Festivals

The Festival Committee will create a festival life for the Charter School. Working with the Kindergarten faculty, it shall coordinate the Festival of Light, the May Day Festival and Picnic, creating meaningful celebrations for children and parents alike.

Class Parents

At GVRS, each class will have one or two Class Parents who are central to the parent support base for the classroom. Typically, Class Parents will assist with communication between teacher and parents, using e-mail and phone trees; help organize field trips and drivers; help schedule parent-teacher conferences; and coordinate parent volunteers for festivals, fundraising, class plays, and other class activities as needed.

ADMINISTRATIVE COMMITTEES of GVCS CMO (Consisting of Faculty, the Administration, and/or Parent or Board Member Volunteers)

Finance

The Finance Committee, led by a member of the Board of Trustees, shall be responsible for the preparation and ongoing management of the Charter School's annual operating budget and related fiscal matters. The Finance Committee typically consists of the Business Manager, community members who have a finance background, and a Board of Trustees member. The Finance Committee shall serve as an advisory group to the Board on fiscal matters.

Hiring

The Hiring Committee, led by the Executive Director, shall be activated as needed. Its job shall be to screen resumes, schedule and conduct interviews, and make hiring recommendations to the Faculty and Board. The Hiring Committee for full-time teachers typically shall consist of the Executive Director, Principal, three faculty members, and the human resources specialist. The Hiring Committees for Subject Specialists and administrative staff may consist of the Principal assisted by a designated class teacher or staff member.

Other Committees

Other ad-hoc committees shall be established by the Executive Director as needed.

ADDITIONAL PARENT INVOLVEMENT

To encourage additional parent involvement, GVRS shall do the following:

- Maintain a list citing a wide variety of participation opportunities for parents.
- Offer parent education lectures.

Possible volunteer activities can include, but are not limited to:

- Service on a school committee.
- Assisting in the classroom.
- Playground supervision before and after school and during recess.
- Assisting during festivals.
- Assisting in a specialty class.
- Hospitality (hosting a visiting teacher candidate or speaker).
- Site maintenance.
- Service as “Class Parent.”
- Service as Parent Circle officer or committee chairperson.
- Service on GVRS Board of Trustees.
- Coordinating and chaperoning field trips.
- Coordinating sets and costumes, and helping with rehearsals, for annual class plays.
- Assisting with fundraisers.
- Assisting in the Charter School office.

ORGANIZATIONAL CHART

An organizational chart is included in Attachment II.

ELEMENT #5: EMPLOYEE QUALIFICATIONS

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

--California Education Code Section 47605(b)(5)(E)

OVERVIEW

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

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

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

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

All employees must furnish or be able to provide:

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

FACULTY

Qualifications

GVRS shall retain and employ faculty who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

Our teachers will adhere to the “highly qualified” definition included in the “No Child Left Behind” Act, in accordance with the timelines specified in the Act and the regulations adopted by the State Board of Education. All teachers will complete ESSA Teacher Requirements—Certificate of Compliance and applicable California High Objective Uniform State Standards of Evaluation (HOUSSE) forms—and will produce appropriate documentation such as, but not limited to transcripts, test scores, and experience.

When interviewing teachers, GVCS CMO shall also consider the following: Waldorf training and teaching experience; understanding of the developmental model of the child; the ability/willingness to integrate art, music, movement/dance, and/or drama to help enliven academics for improved student learning; advanced degrees; Spanish/bilingual capabilities; public school teaching experience; and the ability to meet the needs of special education students mainstreamed into the classroom. We will examine the applicant's educational philosophy, methods for classroom management, and her/his ability to communicate and work effectively with children, parents, and colleagues.

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

The most important qualifications for GVCS CMO teachers are:

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

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

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

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

The lead class teachers for grades 1-8 may be supplemented by additional staff to lead specialty classes and activities on a limited basis. These instructional staff members, or subject specialists, are not bound by credential requirements, as they do not teach the core curriculum and do not teach

college preparatory courses. As such, they will be considered instructional support staff teaching under the supervision of the credentialed, lead class teacher. Specialists/instructional support staff will demonstrate appropriate subject matter expertise and the capacity to work successfully in the classroom environment. Our subject specialists may teach a variety of subjects, including, but not limited to, foreign languages, music, handwork, woodworking, games, gardening, and orchestra or strings. The subject specialists' student assessments are included in the students' end-of-year reports provided by the lead class teacher.

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

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

TEACHER SUPPORT AND PROFESSIONAL DEVELOPMENT

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

GVCS CMO's Professional Development Program includes:

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

- Each teacher will develop a professional development plan, which will include a plan for earning a Waldorf Teaching Certificate.

GVCS CMO also provides:

- Minimum days every Thursday to provide teachers time to attend weekly faculty meetings during the school day, rather than in the late afternoon or evening.
- A generous schedule for teachers providing five to eight Teacher Preparation Periods per week.
- Periodic faculty and staff appreciation lunches hosted by GVCS CMO parents.
- Both a credentialed teacher and an assistant in each of our kindergartens. This allows for an adult to student ratio of 12:1.
- Part-time instructional assistants who support our class teachers in first, second, and third grades during the academic core portion (four hours) of the school day. This allows for a teacher to student ratio of 15:1.
- Opportunities for teachers to have meaningful involvement in curriculum decisions and Charter School governance.

GVCS CMO's future plans to support teachers include:

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

ADMINISTRATIVE STAFF

EXECUTIVE DIRECTOR

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

BUSINESS MANAGER

GVCS CMO will retain or employ a business manager. The BM should demonstrate an understanding of finance and budgeting, have a high level of organizational skill, be detail oriented, have experience working in a business management capacity, and/or possess a business degree. Experience with school finance is desired, as is support of the curriculum and philosophy of the Charter School.

SCHOOL PRINCIPAL

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

CLASSIFIED STAFF

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

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

STAFF RECRUITMENT PROCESS

- When a staff opening occurs, GVCS CMO conducts a wide search for qualified candidates. Openings are posted on employment websites such as Ejoin.org and on national Waldorf employment websites.
- Candidates are required to submit an application packet that includes a letter of introduction and intent, a resume and references. Candidates who pass the paper screening are invited to participate in a screening interview with Human Resources Coordinator and another employee. Candidates who pass the screening interview are invited to interview with the Hiring Committee and are asked to complete an application. Teacher candidates who pass the Hiring Committee interview are invited to perform a demonstration lesson and their references are checked. Successful candidates are offered a position pending Board approval.

COMPENSATION AND BENEFITS

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

Compensation and benefits will be determined by the Board of Trustees, within the bounds of responsible fiscal management, and as an essential piece of managing the overall budget of the Charter School to provide a quality Waldorf educational program for our students. Budget recommendations will be developed by the administrative Budget Committee, consisting of, but not limited, to the following: Business Manager, Principal, Board of Trustees, Treasurer or Chairperson, and Faculty Representative.

ELEMENT #6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. -- California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, GVRS shall adopt and implement full health and safety procedures and risk management policies at our school site in consultation with the Charter School's insurance carriers and risk management experts. A full draft of the GVRS safety plan will be provided to the district for review at least 30 days prior to operation.

The following is a summary of GVCS CMO's health and safety policies:

Procedures for Background Checks

Employees and contractors of the GVCS CMO will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal. The Human Relations Coordinator will monitor compliance of the staff and alert the Principal of any irregularities. Volunteers who will have contact with students shall be fingerprinted and must receive background clearance prior to volunteering.

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

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws via the same policies and procedures used by the District. Regular trainings will be held.

TB Testing

Faculty, staff, and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision and Hearing Screenings

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

Diabetes

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

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

The Charter School will notify the District Safe Schools Office dispatcher at 916-971-7911 of an emergency situation once immediate safety issues/dangers are addressed.

Bloodborne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as a disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy.

ELEMENT #7: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

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

-- California Education Code Section 47605(b)(5)(G)

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

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

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

ELEMENT #8: ADMISSION REQUIREMENTS

*Governing Law: Admission requirements, if applicable.
 -- California Education Code Section 47605(b)(5)(H)*

GVRs shall admit all pupils who wish to attend the Charter School up to capacity. GVRs shall provide a list of current students' first names and school district of residence (last names have been omitted to protect student privacy) to the District, as stated in the MOU between GVRs and the District. No test or assessment shall be administered to students prior to acceptance into the Charter School. GVRs shall not charge tuition. Each family is requested to give a minimum of 40 hours of parent service per school year. The Charter School will provide a wide variety of volunteer opportunities to the community. All families must complete a written application and are requested to sign a parent commitment regarding their volunteer participation.

Pupils will be considered for admission without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission tests will not be required; however, assessments may be administered after enrollment to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing, and math skills.

The Waldorf-inspired curriculum is based on the development of the child. While our school is open to all students who wish to enroll subject only to capacity, the Charter School has adopted a minimum age of enrollment for each grade level that exceeds the minimum age requirements under the law. Below are the grade/age guidelines to be provided in the GVRs enrollment policy for student applicants.

Grade Level	Age Eligibility
Kindergarten (1 year)	5 by May 15 of the year the student begins kindergarten.
Kindergarten (2 year)	5 by December 2 of the year the student begins kindergarten.
First Grade	6 years old by May 15 during the spring before First Grade.
Second Grade	7 by May 15 prior to beginning second grade.
Third Grade	8 by May 15 prior to beginning third grade.
Fourth Grade	9 by May 15 prior to beginning fourth grade.
Fifth Grade	10 by May 15 prior to beginning fifth grade.
Sixth Grade	11 by May 15 prior to beginning sixth grade.
Seventh Grade	12 by May 15 prior to beginning seventh grade.
Eighth Grade	13 by May 15 prior to beginning eighth grade.

The following requirements must be met to enroll in the GVRs program:

- Parent/guardians are invited to attend one of a series of Parent Information Meetings which will introduce them to the school curriculum and answer any questions they have about the

school. Additionally, the Enrollment Coordinator makes herself available to answer questions of prospective parents by phone or email. Parents are also encouraged to visit our school website to learn more about our school.

- Parents will complete an open enrollment application which will ask for basic student information. (Parents will be asked to complete a more extensive registration form upon entering the school.) Completion of a student registration packet, including, but not limited to:
 - Enrollment Application
 - Parent signature of School Contract
 - Proof of Immunization
 - Home Language Survey
 - Completion of Emergency Medical Information Form
 - Proof of minimum age requirements, e.g. birth certificate

OPEN ENROLLMENT PERIOD

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

LOTTERY/PUBLIC RANDOM DRAWING

In the event that enrollment for a given grade level exceeds existing number of openings in the class, a public lottery will be conducted. The lottery will be conducted by uninterested parties, and will be held in a space large enough to accommodate all interested parents. Parents do not have to be present to participate in the lottery. Individual drawings will be held based on the preferences below. Within two weeks of the completion of the lottery, parents will be notified in writing of their children's acceptance in a class or number on the waiting list.

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

1. Students who are children or grandchildren of current GVCS and/or GVRS employees, not to exceed 10% of the student population.
2. Siblings of students currently attending GVCS.
3. Students currently enrolled in grades homestudy through GVRS.
4. Students who have been attending other Waldorf or Waldorf-inspired schools or playgroups
5. Students, not in the above categories, who are residents of the San Juan Unified School District
6. All other applicants

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

In no circumstance will a waitlist carry over to the following school year.

OUTSIDE THE ENROLLMENT PERIOD

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

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

Misrepresentation of Admission and Enrollment Information

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

STUDENT RECORDS

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

ELEMENT #9: ANNUAL AUDIT

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

-- California Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of the GVCS CMO will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the GVCS CMO will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee or the Business Manager will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Business Manager, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the GVCS CMO Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the GVCS CMO is a public record to be provided to the public upon request. The GVRS budget includes a line item to cover the cost of the audit.

ELEMENT #10: PUPIL SUSPENSION AND EXPULSION

*Governing Law: The procedures by which pupils can be suspended or expelled.
-- California Education Code Section 47605(b)(5)(J)*

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

GENERAL ASSURANCE ON PUPIL SAFETY

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

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

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

SUSPENSION AND EXPULSION POLICY

Definitions (as used in this policy)

- "Board" means governing body of the Charter School.
- "Expulsion" means disenrollment from the Charter School.
- "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
- "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - Reassignment to another education program or class at the Charter School where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils.

- Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
- “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
- “School” means the Charter School.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the Charter School or at a Charter School-sponsored event at any time, including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

ENUMERATED OFFENSES

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) 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 same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “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. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes 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 one thousand dollars (\$1,000), 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 school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the school site 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:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. Notwithstanding subparagraphs (1) and (2) 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.
- w) 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, 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 shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) 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, alcoholic beverage, or intoxicant of any kind.
 - d) 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 same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.

- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “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. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes 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 one thousand dollars (\$1,000), 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 school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the school site 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:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in

subparagraph (1) 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 subparagraph (1) 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.

iii. Notwithstanding subparagraphs (1) and (2) 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.

w) 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, 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 shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures.

Informal Conference

- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Principal.
- The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The Principal will decide whether to extend the suspension based upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision on whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - The date and place of the expulsion hearing.
 - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
 - A copy of the Charter School's disciplinary rules which relate to the alleged violation.
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.

- The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
 - The right to inspect and obtain copies of all documents to be used at the hearing.
 - The opportunity to confront and question all witnesses who testify at the hearing.
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses.
- Record of Hearing
 - A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- Presentation of Evidence
 - While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
 - Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses for whom the Board, Panel, or designee determine that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
 - If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
 - The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.
 - If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.
- Written Notice to Expel: The Principal or designee, following a decision of the Board of Trustees to expel, shall send written notice of the decision to expel, including the Board of Trustees’ findings of fact, to the student or parent/guardian. This notice shall include the following:
 - Notice of the specific offense committed by the student.
 - Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

- The Principal or designee shall send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:
 - The student’s name.
 - The specific expellable offense committed by the student.
- Disciplinary Records: The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available for the Chartering Agency’s review upon request.
- No Right to Appeal: The pupil shall have no right of appeal from expulsion from the Charter School as the Board of Trustees’ decision to expel shall be final.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Students who are expelled shall be responsible for seeking alternative education programs.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may apply to the Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be at the sole discretion of the Board of Trustees, following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn

declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness

shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

- I. Notification of District: The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District regarding the discipline of any student with a disability or any student who the Charter School or District would be deemed to have knowledge that the student had a disability.
- II. Services During Suspension: Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- III. Procedural Safeguards/Manifestation Determination: Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

IV. Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent or School may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

V. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) 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; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

VI. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

VII. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, has refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT #11: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security.

-- California Education Code Section 47605(b)(5)(K)

Employees at GVRS shall participate in the State Teachers' Retirement System ("STRS") for all teachers.

Any 20 hour employee may participate in PERS.

The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School. The Business Manager shall be responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT #12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.
--California Education Code Section 47605(b)(5)(L)*

No student may be required to attend the Charter School. Students who reside within SJUSD who choose not to attend GVRS may attend school at their school of residence according to SJUSD policy or at another school district or school within SJUSD through the District's intra- and inter-district policies. Parents and guardians of each student enrolled in GVRS will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT #13: EMPLOYEE RIGHTS OF RETURN

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
--California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of SJUSD who choose to leave District employment to work in the Charter School shall have no automatic rights of return to SJUSD after employment at GVRS unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

ELEMENT #14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.

-- California Education Code Section 47605(b)(5)(N)

Disputes between the District and the Charter School

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between the Charter School and the District, the staff and Charter School Board of Trustees and the District agree to first frame the issue in written format and refer the issue to the District Superintendent and Executive Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director will have the option to meet to jointly identify a neutral third party mediator to engage the parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director. Mediation shall be held within 30 business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process. All timelines in this section can be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

All disputes involving the Charter School shall be resolved by the Charter School according to the Charter School's own internal policies. The District shall not be involved with internal disputes of the Charter School unless the Charter School requests District involvement, it is legally required, or the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter can be revoked.

ELEMENT #15: PUBLIC SCHOOL EMPLOYER

*Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.
-- California Education Code Section 47605(b)(5)(O)*

Golden Valley Charter Schools for Educational Renewal (GVCS CMO) shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”). Golden Valley Charter Schools for Educational Renewal shall comply with the EERA.

ELEMENT #16: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
-- California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the Charter School closes. These procedures will apply regardless of the reason for closure.

Closure of GVRS will be documented by official action of the Board of Trustees of the GVCS CMO. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Trustees will promptly notify parents and students of GVRS, the District, the Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of GVRS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, GVRS will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. GVRS will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon school closure. If the District will not or cannot store the records, GVRS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. After closeout is completed, the entity responsible for closure-related activities shall transfer all GVRS records that are required to be maintained under applicable law to a secure storage location with the appropriate expertise in managing and maintaining the confidentiality of school records.

As soon as reasonably practical, the GVCS CMO will prepare final financial records. GVCS CMO will also have an independent audit completed within six months after closure. GVCS CMO will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the GVCS CMO and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the GVCS CMO.

The Charter School will complete and file any annual reports and academic reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of GVRS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the GVCS CMO and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, GVCS CMO shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

GVCS CMO will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

– California Education Code Section 47605(g)

Included in Attachment IV to this charter, please find the following documents:

- A five year projected budget
- A five year cash flow projection
- Detailed 4000 & 5000 code expense budget

Budget and cash flow assumptions are provided in the following Budget Narrative and attached financial documents.

These documents are based upon the best data available to the petitioners at this time, including the most recent Local Control Funding Formula calculations.

GVRS Budget Narrative

Students: Enrollment, Demographics, and Average Daily Attendance

Most revenue for GVRS is generated by the number of students enrolled, their attendance rate (ADA), and their demographics. This budget assumes a 39% Free & Reduced Lunch population which is the historical average at GVRS. We also assume a 95% attendance rate, which is consistent with our historical results at GVRS. ADA is used to calculate many of our revenue sources.

Waldorf schools traditionally build their enrollment from the bottom up starting in Kindergarten. GVCS has three two-year KG's that are historically 95% full with a healthy waiting list at the beginning of each school year. Our historical enrollment on average per class is 95% based on a class size of 30 students for a grades class and 24 students for Kindergarten. These historical percentages have been used in our GVRS enrollment projections.

GVCS CMO attracts new students through a number of different channels including the following in order of historical effectiveness:

- Word of Mouth
- Website & Social Media
- Outreach Events
- Direct Mail
- Advertising (online, print, and radio)
- Public Relations (favorable news stories)

Revenues

Revenues for charter schools come from state and federal governments and local private funding sources. State Block Grants (LCFF) provide the largest source of funding, constituting over 85% of our revenue. We also receive funding from other State and local funding sources. These are all detailed below.

State Revenues

State Revenues are calculated based on the new LCFF funding formula which calculates a base rate for all students in California and then provides additional funding based on the demographics of the school's student population. Additional Supplemental funding is provided for students in K-3 (replacing the old Class size reduction funding) and for each student who is identified as a FRM student. Additional concentration funding is provided for schools that meet certain criteria for the percentage of FRM students either in their school or their authorizing school district. Golden Valley is not eligible for concentration grant funding. LCFF funding is calculated based on a complex set of formulas. A worksheet that calculates LCFF revenue based on projected enrollment, ADA, and demographics is provided by FCMAT and is used for all revenue calculations in this budget.

LCFF Revenue

The LCFF calculator provided by FCMAT only projects revenues out through 2020-21. In order to project revenues out for five years, we used 0% closing gap and 0% COLA for 2021-22. The LCFF revenue projections are included in the attached financial information.

Federal Revenue

The demographics of the existing Golden Valley student population puts our FRM % at approximately 39%, the cutoff line for federal funding. During Golden Valley's 19 years of operation, we have been eligible for this funding for only 2 years, during the recent economic downturn. We are currently no longer eligible for this funding and we make the assumption that we will NOT be eligible for any federal funding for the GVRS during the next five years.

Other State Revenue

Lottery

Lottery funding is based upon recent estimates provided by School Services of California. We project a total per student allocation of approximately \$181/ADA/year. Funding is based on annual ADA and is updated in the first, second, and final reporting periods. Lottery funds for the first year of operation are accrued and disbursed in the first quarter of the second year of operation.

Special Education

Golden Valley is a member of the San Juan Special Education SELPA. San Juan SELPA currently uses a hybrid model for its Charter Schools. We are neither a traditional "school of the district" nor are we an LEA for special education. We receive our special education funding from San Juan SELPA based on the number of IEPs we serve. We hire and employ all of our special education resources directly and do not pay any encroachment to San Juan. San Juan and its collective Charters are in the process of negotiating a new MOU for Special Education. It is not clear at this time what the funding model and the funding levels will be. For the purposes of this budget, we are using the current funding model for our budget projections.

Mandate Block Grant

Golden Valley is eligible to receive Mandate Block Grant funding. This is now provided to all Charter Schools in California who apply for it.

Other Local Revenue

All Other Local Revenues

No additional local revenue has been assumed in the five-year projection.

Expenditures

Summary of Projected Expenditures (5 Years)

A Charter School's expenses are made up of personnel (1000, 2000, 3000), supplies and materials (4000), services and operating expenses (5000) and capital expenses (6000). A summary of the new school's projected operating expenses for the next 5 years are provided in the attached financial information.

Staffing

Certificated and classified salaried positions are projected to remain the same over the next charter period.

Teacher Compensation

Teachers are paid based on a salary schedule that is similar in structure to that of San Juan Unified. Our average teacher salaries are competitive relative to other Charter schools and to public schools in California during the first 10 years. We offer a 2% yearly COLA to all teachers. As with most Charter schools, we become less competitive with public schools as time goes on, as we are not in a financial position to offer the same level of longevity pay as public schools such as San Juan. This has not been an impediment to hiring new teachers, however. We have an average of 5 qualified candidates interviewing for each open teaching position.

Benefits

All full-time (30+ hours per week) employees are offered health, dental, and vision benefits. Optional supplemental insurance and a 403b plan are also offered. All teachers are part of the STRS retirement system. Classified staff may be eligible for PERS enrollment depending on hours worked.

The average total employee benefit cost at GVCS is 28%. This is projected to increase to 32% by 2019-20 with the progressive increase in STRS rates from to the projected 18% by 2019-20.

Other Expenses

Facilities

GVRS is located at the San Juan Palisades site at 9601 Lake Natoma Drive, Orangevale CA.

We project that our Lease cost under Prop 39 at Palisades will increase approximately 2% per year.

District Oversight Fee

GVRS will pay up to a 1% district oversight fee to San Juan Unified.

Audit/Accounting

The GVCS CMO contracts with an auditing firm to conduct GVRS's annual audit. The GVCS CMO also provides accounting services to GVRS.

Insurance

GVRS carries comprehensive Liability and Workman's Compensation insurance from CharterSafe.

Golden Valley CMO Management

The Golden Valley Charter Schools CMO will provide the following back office and instructional services to GVRS.

- Financial Planning/Reporting
- Accounts Payable/Receivable/Ordering
- Audit Support
- Human Resources/Payroll/STRS/PERS
- Aftercare/PreCare Business Management
- State Reporting (CALPADS, Attendance)
- Enrollment and Community Outreach
- Marketing and Communication
- IT/Operations/Facilities Support
- Curriculum/Assessment Development & Coordination
- State Testing Coordination & Reporting
- Special Education Support (RSP, Speech, School Psychologist)

Professional Development

GVRS Teachers are enrolled in (or have already completed) a Waldorf Teacher Training Certificate Program. Almost all of the cost of this training is paid for by the GVCS CMO (as these costs are paid directly by our Foundation, they are not included in our budget). All teachers are also required to attend The Art of Teaching for their particular grade each summer. The cost of this training will be paid by the school. Teachers and admin staff are also afforded the opportunity to take training in other areas relevant to their job position. Training on our student data system (Illuminate) is required and provided to both faculty and admin staff.

Cash Flow

Starting Cash Balance

GVRS has approximately 40% of its operating budget in reserve so there are no foreseen problems with cash flow in the next five years. In the event that additional funds are needed for cash flow purposes, GVCS CMO has access to a \$350K low interest Line of Credit through Wells Fargo Bank.

Revenues

GVRS revenues are made up of LCFF State Funding, Federal Funding, and Other State Funding. LCFF funding makes up about 85% of our total funding and we are therefore most sensitive to cash flow issues (deferrals) that affect the LCFF. GVCS CMO has access to a \$350K Line of Credit from Wells Fargo to help cover potential cash flow issues.

California Lottery

The California Lottery is paid starting in November. The State Lottery amount is a small portion of our overall revenue budget.

Special Education

The GVCS CMO and its schools are part of the San Juan Single District SELPA. We have a Special Ed MOU with the San Juan SELPA that specifies the financial, procedural, and legal relationship.

Special Ed money is generally paid to us in one lump sum in May or June of the current school year. This is reflected in our budget and cash flow projections.

FINANCIAL REPORTING

GVCS CMO shall provide reports to the District as follows, and will provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. Financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

IMPACT ON THE DISTRICT

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District.
--California Education Code Section 47605(g)*

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Potential Civil Liability effects

GVRS shall be operated by the GVCS CMO, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), SJUSD shall not be liable for the debts and obligations of GVRS, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors, or omissions by GVRS, as long as SJUSD has complied with all oversight responsibilities required by law. GVRS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, GVCS CMO and SJUSD will enter into a Memorandum of Understanding (MOU) that will provide a mutual indemnification and hold harmless agreement with SJUSD.

The corporate bylaws of GVCS CMO shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the GVCS CMO will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As described in the previous section, GVCS CMO shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and the District shall be named as an additional insured on GVCS CMO's general liability insurance.

The GVCS CMO's Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.