



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

November 9, 2022

Board Meeting Access Information

Date: Wednesday, November 9, 2022
Time: 4:30 p.m.
Primary Location: **Golden Valley River School, Room 5, 9601 Lake Natoma Dr., Orangevale, CA 95662**

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

Zoom Link:

Topic: BOT 2022.11.09
Time: Nov 9, 2022 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting
<https://us02web.zoom.us/j/89852598833?pwd=amE2V1ZmL0RaVTJDZHJBWnBsWlRvZz09>

Meeting ID: 898 5259 8833
Passcode: 904456
One tap mobile
*+16699009128,,89852598833#,,,,*904456# US (San Jose)*
*+16694449171,,89852598833#,,,,*904456# US*

Dial by your location
+1 669 900 9128 US (San Jose)
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This meeting is being conducted in person and will also be available to the public via teleconference through the Zoom platform.

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

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



November 9, 2022
Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. *(J. Huetter)*
2. **Roll Call** – 4:30 p.m.
Board Members: Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Ekaterina Khmelniker, Megan Mardones, Stephen Quadro, Meredith Willsen.
3. **Flag Salute/Quote/Moment of Silence** – 4:33 p.m. *(C. Buckley)*
4. **Public Comment** – 4:35 p.m.
This portion of the meeting is set aside for members of the audience to make public comments or raise issues that are not specifically on the agenda or for those that are on the agenda in areas of Board jurisdiction. These presentations are limited to three (3) minutes and the total time allotted to non-agenda items will not exceed fifteen (15) minutes.
5. **Consent Agenda**– 4:50 p.m. *(J. Huetter)*
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.
Action: Shall the Board approve the following items by consent?
 - 5.1 ***Shall the board approve the October 12, 2022, Regular Meeting Minutes?***
 - 5.2 ***Shall the board approve the 2021-2022 Revised Unaudited Actuals for Golden Valley Tahoe?***
6. **Revised Strategic Plan** – 4:55 p.m. *(J. Huetter)*
Action: Shall the board approve the revised Golden Valley Charter Schools Strategic Plan?
7. **Staff and Student Boundaries Policy** – 5:15 p.m. *(J. Huetter)*
Action/Discussion: Shall the board approve a second draft of the Staff and Student Boundaries Policy?
8. **Reports** – 5:35 p.m.
Faculty Chair, Orchard: The Faculty Chair will present items of interest to the board. *(H. Peery)*
Faculty Chair, River: The Faculty Chair will present items of interest to the board. *(A. Lacoste)*
Golden Valley Educational Foundation: The Golden Valley Educational Foundation President will present items of interest to the board. *(D. Cragen)*
9. **Executive Reports** – 5:45 p.m.



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November 9, 2022

14.1 Board Chair Report: The Board of Trustees Chair will present items of interest to the board.

14.2 Executive Director Report: The Executive Director will present items of interest to the board.

10. Recitation of the Motto of the Social Ethic – 6:00 p.m.

The healing social life is found
When in the mirror of each human soul
The whole community finds its reflection,
And when, in the community,
The virtue of each one is living.

11. Adjournment of the meeting – 6:01 p.m.

(J. Huetter)

October 12, 2022

Regular Meeting Minutes

1. **The meeting was called to order at 4:30 p.m. by Chair Jennifer Huetter.**
2. **Roll Call –**
Board Members Present: Jennifer Huetter, Adam Errington, Katie Gerski-Keller, Megan Mardones, Meredith Willsen.
Board Members Absent: Ekaterina Khmelniker, Stephen Quadro.
Guests: Heather Peery, Caleb Buckley, Stephanie Lorenz, Zachary Phillips, Amala Easton, Ryan Sutton, Jennifer Hoover, Becky Page (GVOS remote location)
3. **Flag Salute/Quote/Moment of Silence –** Caleb Buckley read the Generosity Virtue card.
4. **Public Comment –**
There were no public comments.
5. **Consent Agenda–**
It was moved by Katie Gerski-Keller and seconded by Adam Errington that the Board approve the following items by consent
 - 5.1 ***The board approved the September 14, 2022, Regular Meeting Minutes.***
 - 5.2 ***The board approved the 2021-2022 Revised Unaudited Actuals for Golden Valley Orchard.***
 - 5.3 ***The board approved the 2021-2022 Revised Unaudited Actuals for Golden Valley River.***
 - 5.4 ***The board closed enrollment as of October 12, 2022 for grades 7 and 8 at Golden Valley Orchard for the 2022-2023 school year.***
 - 5.5 ***The board closed enrollment as of October 12, 2022 for grades 7 and 8 at Golden Valley River for the 2022-2023 school year.***

MOTION APPROVED UNANIMOUSLY (Ayes: 5, Noes: 0, Abstain: 0)
6. **Formation of the Policy Committee –**
It was moved by Megan Mardones and seconded by Meredith Willsen that the board form an ad hoc Policy Committee consisting of Jennifer Huetter, Katie Gerski-Keller, Ekaterina Khmelniker.

MOTION APPROVED UNANIMOUSLY (Ayes: 5, Noes: 0, Abstain: 0)
7. **Staff and Student Boundaries Policy –**
The board discussed a first draft of the Staff and Student Boundaries Policy.
8. **CAASPP/Assessments Report –**
The Assessment Coordinator, Stephanie Lorenz, presented information regarding Assessments at Golden Valley Orchard and Golden Valley River.

October 12, 2022

9. **Curriculum Specialist Report –**

The Curriculum Specialist, Zachary Phillips, presented information regarding teacher mentoring and support of grade school lead teachers.

10. **Faculty Reports –**

Faculty Chair Report, Orchard: The Faculty Chair, Heather Peery, presented items of interest to the board.

Faculty Chair Report, River: The Faculty Chair, AJ Lacoste, was absent. His written report is available in the October 12, 2022, board packet.

11. **Reports –**

14.1 Board Chair Report: Board of Trustees Chair, Jennifer Huetter, presented items of interest to the board.

14.2 Executive Director Report: The Executive Director, Caleb Buckley, presented items of interest to the board.

12. **The board recited the Motto of the Social Ethic –**

13. **Chair Jennifer Huetter adjourned the meeting at 6:12 p.m.**

Respectfully submitted by Amala Easton.

Jennifer Huetter, Chair

Date

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2021 to June 30, 2022

CHARTER SCHOOL CERTIFICATION

Charter School Name: Golden Valley Tahoe
CDS #: 31668520138008
Charter Approving Entity: Newcastle Elementary
County: Placer
Charter #: 1991

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
Name	<u>Raenel Toste</u> Name	<u>Caleb Buckley</u> Name
Title	<u>CBO</u> Title	<u>Executive Director</u> Title
Telephone	<u>916-259-2832 ext. 202</u> Telephone	<u>(916) 597-1478</u> Telephone
Email address	<u>rtoste@newcastle.k12.ca.us</u> Email address	<u>cbuckley@goldenvalleycharter.org</u> Email address

To the entity that approved the charter school:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Caleb Buckley Title: Executive Director

To the County Superintendent of Schools:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

(X) 2021-22 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____

Date: _____

County Superintendent/Designee
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Golden Valley Tahoe

CDS #: 31668520138008

Charter Approving Entity: Newcastle Elementary

County: Placer

Charter #: 1991

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	344,747.00		344,747.00
Education Protection Account State Aid - Current Year	8012	8,880.00		8,880.00
State Aid - Prior Years	8019	(1,256.00)		(1,256.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	36,924.00		36,924.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		389,295.00	0.00	389,295.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	0.00	0.00
3. Other State Revenues				
Special Education - State	StateRevSE		0.00	0.00
All Other State Revenues	StateRevAO	47,165.64	64,421.51	111,587.15
Total, Other State Revenues		47,165.64	64,421.51	111,587.15
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	77,785.79	0.00	77,785.79
Total, Local Revenues		77,785.79	0.00	77,785.79
5. TOTAL REVENUES				
		514,246.43	64,421.51	578,667.94
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	214,871.54	14,723.34	229,594.88
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	0.00	0.00	0.00
Other Certificated Salaries	1900	16,309.66	32,648.77	48,958.43
Total, Certificated Salaries		231,181.20	47,372.11	278,553.31
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	20,708.62	14,136.31	34,844.93
Noncertificated Support Salaries	2200	0.00	0.00	0.00
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	2,849.50	0.00	2,849.50
Other Noncertificated Salaries	2900	475.00	0.00	475.00
Total, Noncertificated Salaries		24,033.12	14,136.31	38,169.43
3. Employee Benefits				
STRS	3101-3102	74,163.45	5,642.44	79,805.89
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	5,734.32	1,717.99	7,452.31
Health and Welfare Benefits	3401-3402	26,925.07	0.00	26,925.07
Other Employee Benefits	3501-3502	3,679.22	0.00	3,679.22

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Golden Valley Tahoe

CDS #: 31668520138008

Workers' Compensation Insurance	3601-3602	2,039.89	0.00	2,039.89
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	105.36	0.00	105.36
Total, Employee Benefits		112,647.31	7,360.43	120,007.74
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00
Materials and Supplies	4300	14,569.35	7,058.69	21,628.04
Noncapitalized Equipment	4400	4,396.64	0.00	4,396.64
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		18,965.99	7,058.69	26,024.68
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	2,996.12	1,400.42	4,396.54
Dues and Memberships	5300	1,998.00	0.00	1,998.00
Insurance	5400	0.00	0.00	0.00
Operations and Housekeeping Services	5500	21,090.00	18,116.05	39,206.05
Rentals, Leases, Repairs, and Noncap. Improvements	5600	90,741.59	0.00	90,741.59
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	110,244.23	5,820.26	116,064.49
Communications	5900	11,474.14	0.00	11,474.14
Total, Services and Other Operating Expenditures		238,544.08	25,336.73	263,880.81
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Depreciation Expense (accrual basis only)	6900	0.00	0.00	0.00
Amortization Expense - Lease Assets	6910	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		625,371.70	101,264.27	726,635.97
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(111,125.27)	(36,842.76)	(147,968.03)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(36,842.76)	36,842.76	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2021 to June 30, 2022

Charter School Name: Golden Valley Tahoe

CDS #: 31668520138008

4. TOTAL OTHER FINANCING SOURCES / USES		(36,842.76)	36,842.76	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(147,968.03)	0.00	(147,968.03)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	150,291.27	(5,335.91)	144,955.36
b. Adjustments/Restatements	9793, 9795	(2,323.24)	5,335.91	3,012.67
c. Adjusted Beginning Fund Balance /Net Position		147,968.03	0.00	147,968.03
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		0.00	0.00	0.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	0.00	0.00	0.00
Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	13,164.00		13,164.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340	95,957.22		95,957.22
8. Lease Receivable	9380			0.00
9. Capital Assets (accrual basis only)	9400-9489			0.00
10. TOTAL ASSETS		109,121.22	0.00	109,121.22
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	109,121.22		109,121.22
3. Current Loans	9640			0.00
4. Unearned Revenue of Education	9650			0.00
5. Long Term Liabilities (accrual basis only)	9660-9669			0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM**

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CDS #: 31668520138008

6. TOTAL LIABILITIES		109,121.22	0.00	109,121.22
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) (must agree with Line F2)		0.00	0.00	0.00

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

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

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. None	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits except 3801-	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

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

Brief Description i.e., COVID-19 (If no amounts, indicate "None")	Amount
a. _____	
b. _____	
c. _____	
d. _____	

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

Results of this calculation will be used for comparison with 2020-21 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2023-24.

a. Total Expenditures (B8)	726,635.97
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	0.00
c. Subtotal of State & Local Expenditures [a minus b]	726,635.97
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	0.00
f. Less Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	\$ 726,635.97

Strategic Plan

2022 – 2030



GOLDEN VALLEY
CHARTER SCHOOLS

Approved by the Board of Trustees on [date]

Our History

Golden Valley Charter Schools (GVCS) originated in the minds and hearts of a handful of home-schooling parents. It was just before the turn of the last century that a small group of teachers and parents had a dream for their children and for all families living in the greater Sacramento area. Their dream was to open a public charter school inspired by Waldorf education. As a result of countless hours of thoughtful planning and hard work, they made this dream a reality with the establishment of Golden Valley Charter Schools. Over the last 20 years, teachers, parents, staff and community members have continued to work in partnership to grow our schools— which started with 40 students—into a multi-school charter organization with more than 550 students. From these grassroots beginnings, Golden Valley has become a leader in the movement to bring Waldorf education to the public sector.

Over the past 20+ years hundreds of families have contributed to and gained from the experience of being members of our learning community. Our success to date and into the future is built by our dynamic community. Our teachers, staff, and parents work together on the Board of Trustees to govern our schools guided by the values of Waldorf education. Our active Parent Circle has engaged the community to volunteer countless hours in and out of classrooms to support class plays, events, and fieldtrips; provide parent education; host seasonal festivals and celebrations; and create a strong base of advocacy for educational choice. Our Golden Valley Educational Foundation, a non-profit, parent-run organization, has worked tirelessly with our community to raise extra funds to supplement our enriched curriculum and support our teachers to receive their Waldorf Teaching Certifications. As a result of this dynamic community, our teachers are better able to provide our students with a well-rounded Waldorf education. Ultimately, our students graduate with a passion for learning and are well-prepared for life.

As we have grown and evolved, our committed community has succeeded by working together with creativity and compassion to make the most of any situation. Our resilience stems from our clarity of purpose – to prepare students to engage in a dynamic world. We are not strangers to change, and we look forward to continuing to learn and adapt our strategies while staying true to our principles as a school inspired by Waldorf education.



20th Anniversary School Photo at the River Campus.

Methods and Acknowledgments – Who Created This?

How we created the strategic plan is arguably just as important as what it says. We knew that we needed to honor the values and intent of our community and the Waldorf educational process in how we co-created a vision for our future.

The GVCS Strategic Plan was created through a collaborative, organic, and active process. The Board of Trustees initiated the process to build the 2030 Strategic Plan to update and clarify our vision and roadmap. A volunteer Strategic Planning Committee of parents, educators, and employees was convened from a cross section of the organization.

We leveraged a professional Strategic Management methodology to co-create our plan systematically and holistically. We surveyed the community and hosted Community Open Forums to get broad input on the elements of the plan and what is important to our community.



First Grade coming together for Courage Day.

We thank the volunteer Strategic Planning Core Team Members:

- Annie Bosque, River Teacher, Alumni Parent
- Caleb Buckley, Executive Director, River Parent
- Darryl Cragun, GVEF member, Orchard Parent
- Ekaterina Khmelniker, Board of Trustees Member, River Parent
- Jennifer Huetter, Board of Trustees Vice-Chair, Orchard Parent
- Jennifer Wroblicky, Orchard Parent
- Jordan Todd, Orchard Teacher
- Marlene Laughter, Central Office Staff, River Parent
- Monica Eisel, Alumni Parent, Past GVEF President
- Stephanie Lorenz, River Teacher, Diversity, Equity & Inclusion Committee Member, Alumni Parent

Our Community – Who Are We?

Golden Valley is a vibrant learning community of forward thinkers, open and enthusiastically moving toward a better future for public charter schools. Students, staff, teachers, administrators, and parents work together purposefully and respectfully, developing long-lasting and productive relationships. Teams of like-minded individuals work with care to produce outcomes beneficial for our children now and in the future. Developmentally appropriate education is at the heart of all our decisions and drives our speech and action in every encounter.



Eagle's Heart

Our Students — The heart and body of our schools are our students. All of us are entrusted as stewards to responsibly educate every one of them through head, heart, and hands experiences from kindergarten through 8th grade. They are the reason we are here.

Eagle's Head

Our Board of Trustees (BOT) — This group serves as the formal stewards for our schools. They govern the school by approving plans and policies and overseeing the administration of the school. They are represented by the mind and eyes of the eagle—keenly and thoughtfully managing the present and seeing clearly where we want to go as an organization. The Board is composed of volunteer community members who work closely with the administration and the faculty.

Our Leadership Team — Our Executive Director, Principals, and programmatic leadership are the formal leaders of our schools who orchestrate all other school and community leaders to collaboratively achieve our Mission, Vision, Values, and Goals. They are represented by the beak of the eagle—calling out a cadence for the wings and the tail feathers to work in unison to give flight to the student body. They are responsible for engaging employees and volunteers of our community to deliver an excellent educational experience for our students.

Eagle's Wings and Tail

Our Faculty & Staff — Our teachers and staff form one of the wings that uplift and inspire our students to greatness. They are professional and dedicated to delivering an amazing Waldorf educational experience. Guided by the principal, they work together with each other, the administration, and families to bring us closer to our vision, one school day at a time.

Our Families — Our schools are just one part of our students' education. Our students' families are their first teachers. Working together with the faculty, staff, and each other, families represent the other wing that makes it possible for our students to soar.

Our Central Office (CO) & Administrators

— Our office employees make it possible for our schools to exist and run smoothly. They provide precision operational expertise to navigate the legal, financial, and physical requirements of school life. As such, they are represented by the eagle's tail feathers, acting as a rudder to translate the power of our wings into a graceful flight towards our vision.

Parent Circle (PC) — The Parent Circle (PC) mission is to serve the schools and to create a sense of community. PC organizes volunteers for our seasonal festivals, community projects, and parent education.

Golden Valley Educational Foundation (GVEF) — GVEF is a 501(c)3 nonprofit that performs fundraising for our schools. Funds go to nourishing the Waldorf-inspired curriculum. GVEF lends year-round support for the schools' [Annual Giving Campaign](#), as well as the Eagle Chase jog-a-thon and other events.

Diversity, Equity & Inclusion Committee (DEI) — The DEI Committee comprises faculty, staff and families working collaboratively to advocate, educate and support inclusiveness in our community.

Our Future – Where Are We Going?

We illustrate our future with a summary Strategy Map (illustrated on page 8). It summarizes our Mission, Vision, Values and Goals, and shows how they relate to each other.

From the bottom up, it reads: “Our Core Values define how we will interact with each other as we work through our Rhythms and Projects to optimize our Strategic Goals to achieve our Vision in service to our Mission.”

From the top down, it reads: “Our Mission tells us why we are here, and our Vision describes where we are going. We assess our progress towards that Vision by optimizing the balance across our five Strategic Goals. We achieve those Goals by performing our ongoing Rhythms and delivering Projects. Our Core Values define how we interact with each other along the way.”

Our Mission – Why Are We Here?

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

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

Our Mission:

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

Our Vision:

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

Our Vision – What Will We Look Like?

Our vision paints a clear and compelling future that we are excited to create together. It illustrates what we will look like when we arrive in 2030.

We recognize our role as a leader, among a growing number of others who are courageously pioneering innovative educational choices. We strive to create broader community access to public Waldorf education through leadership of charter schools, and we remain steadfast in our commitment to our core identity as a public Waldorf charter schools.

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

The foundation of our Strategic Plan and the very fabric of our community is our set of shared Core Values. A value is a commitment to a behavioral standard or social norm for how we will interact with each other.

There are a few values that are prerequisites for being a member of our community. By choosing to be a member of our community, in ANY role, we commit to holding ourselves and each other to striving for these values in every interaction. None of us is perfect. We will fall short of these values at times. When we do, we gently remind each other and get back on track.

Curiosity

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

Joyful service

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

Reverence

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

Empathy

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

Creating Community

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

Commitment

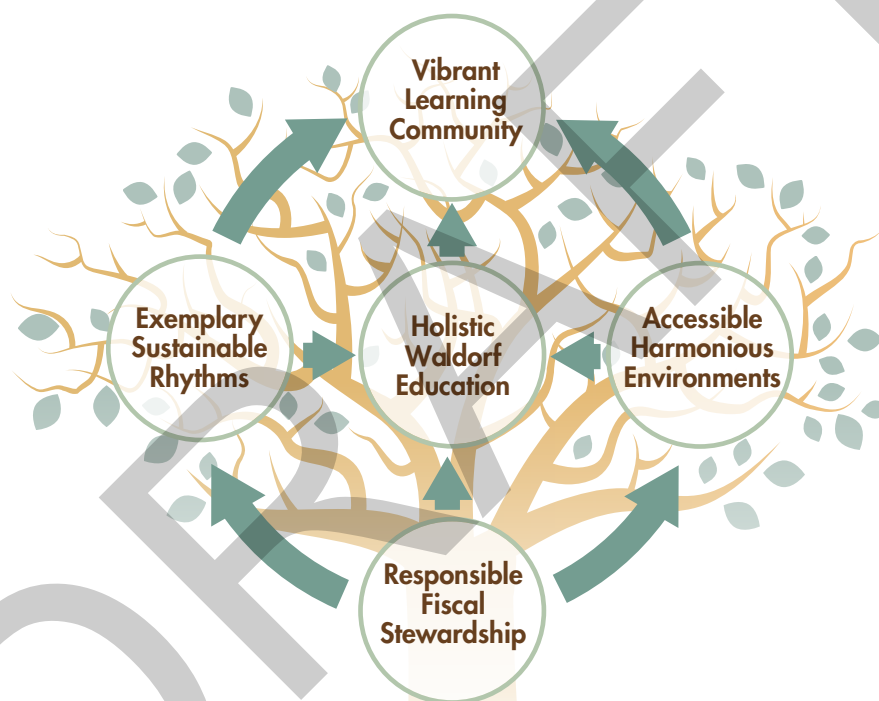
The GVCS community is committed to Waldorf inspired learning and the gentle unfolding of learning. We are willing to make and meet commitments to one another and carry responsibility for our agreements and our stated policies bridging school and home. We are faithful to our relationships. We endeavor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

Our Strategic Goals – What Outcomes Will We Achieve?

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

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

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



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

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

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

For each strategic goal, we have a specific long-term definition. We also have medium-term objectives to guide our prioritization of choices over the next 12-18 months. We expect that the objectives will be updated by the Board of Trustees each school year to reflect shifts in trends.

Our Strategic Goals (cont.)

Vibrant Learning Community

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

Objectives

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

Holistic Waldorf Education

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

Objectives

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

Exemplary Sustainable Rhythms

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

Objectives

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

Accessible Harmonious Environments

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

Objectives

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

Responsible Fiscal Stewardship

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

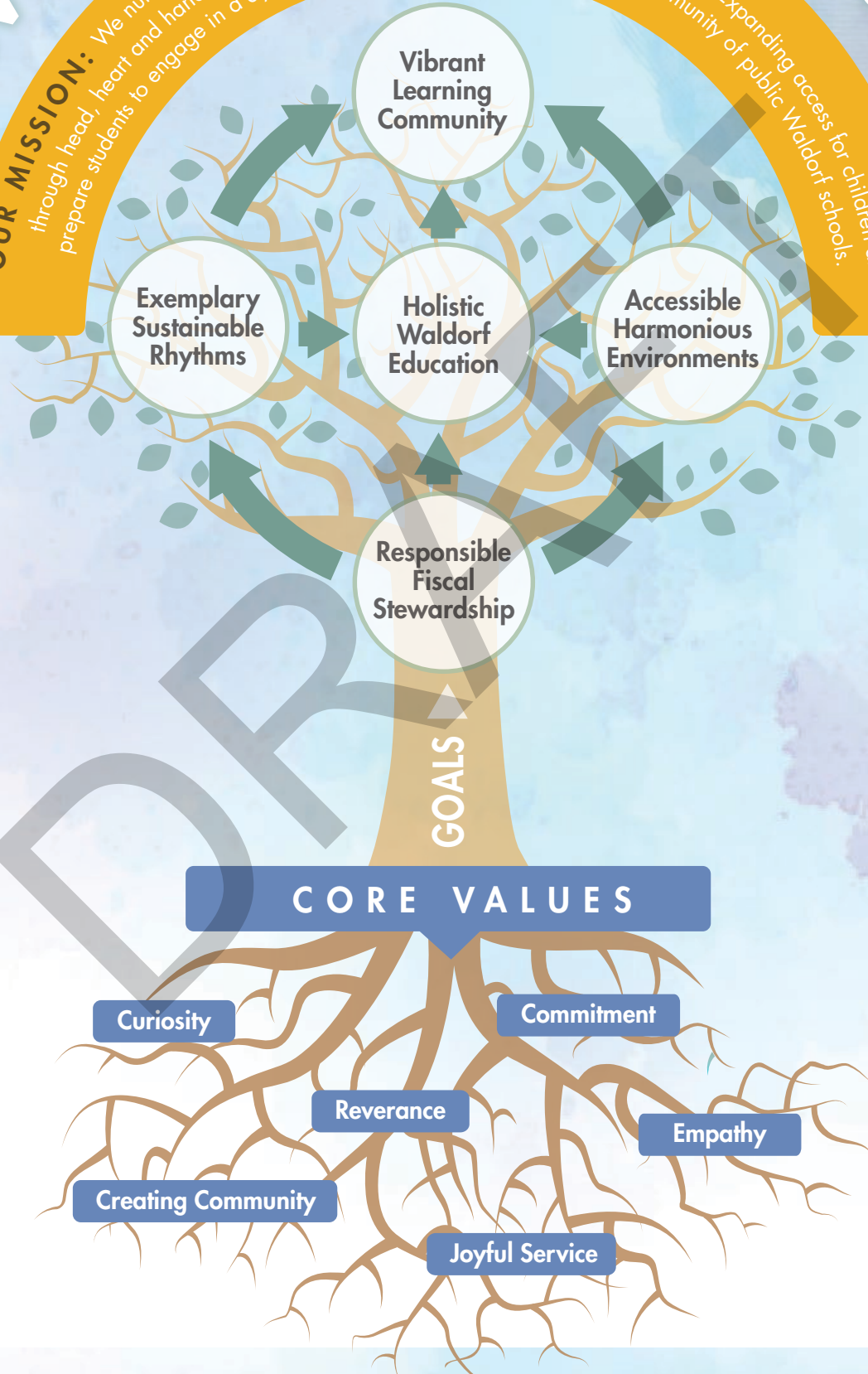
Objectives

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

GVCS Strategic Map 2022 - 2030

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

OUR VISION: Expanding access for children and families to a community of public Waldorf schools.





STAFF-STUDENT BOUNDARIES POLICY

(First Draft Presented to the Board of Trustees on October 12, 2022)

(Second Draft with amendments presented to the Board of Trustees on November 9, 2022)

Golden Valley Charter Schools is a close-knit community, we encourage friendly, heartfelt relationships between students and their teachers. These relationships are at the heart of Waldorf Education. A Waldorf teacher aims to not only teach the whole class, but to reach each child as an individual. At the same time, the school requires employees to follow professional standards of conduct and to maintain appropriate boundaries between themselves and students.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Golden Valley Charter Schools that no ~~teacher or other staff~~ employee ~~member~~ will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

STAFF-STUDENT INTERACTIONS

GVCS expects that its employees maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. Employees are encouraged to discuss issues with their Principal or Executive Director when unsure whether particular conduct may constitute a violation of this policy.

Employees must understand that even an appearance of inappropriate relationships will adversely impact their effectiveness in the school environment. Therefore, employees must be diligent in maintaining the highest ethical standards when interacting with students both inside and outside the school environment and should practice the utmost professionalism when forming any social relationships with students and families outside the classroom.

While the use of appropriate touching is part of daily life and is important for student development, ~~teachers and other staff members~~ employees must ensure that they do not exceed appropriate behavior. If a child or ~~other staff member~~ employee specifically requests that he or she not be touched, then that request must be honored ~~without question~~.

Boundaries Defined-Defintitions:

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by ~~staff members~~ employees while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

"Grooming" is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

"Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from an ~~staff member's~~ employee's point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between ~~staff~~ employees and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." ~~Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.~~

~~Staff members~~ Employees must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the ~~teacher or staff member~~ employee to discipline up to and including termination. ~~Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.~~ Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the School Principal along with the rationale, therefore.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."

15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the School Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.
30. An unplanned visit to the student's home without a legitimate educational purpose and without administrative approval

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping

4. Touching face to check temperature, or other first aid procedures
5. Consoling an upset student by example: wipe away a tear, remove hair from face, or other similar types of contact
6. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
7. Holding hands while walking with small children or children with significant disabilities
8. Assisting with toileting of small or disabled children in view of another staff member
9. Touch required under an IEP or 504 Plan
10. Reasonable restraint of a violent person to protect self, others, or property
11. Obtaining formal written pre-approval from the School Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
12. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment) See Staff Electronic Media Policy and Employee Electronic Media Acceptable Use Agreement
13. Keeping the door wide open when alone with a student
14. Keeping reasonable and appropriate space between you and the student
15. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
16. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
17. Keeping after-class discussions with a student professional and brief
18. Socializing (attending outings) in class or group gathers with students outside of approved functions with parent approval
19. Prioritizing professional behavior during all moments of student contact
20. ~~Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.~~
21. California Ed Code of Regulations, Section 80303 requires Schools/Districts to report Credential holders change in employment status due to allegations of misconduct

~~This policy does not prevent:~~ 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

1. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
2. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
3. Recognizing the responsibility to ~~stop~~ report “Unacceptable Behaviors” of students and/or co-workers
4. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student’s fixation on an adult)
5. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours

When any ~~staff member~~ employee, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of “grooming behavior,” he or she must report the suspicion to the School Principal promptly. The School Principal shall notify the Executive Director. ~~“Grooming behavior” is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. “Suspicion” means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred.~~ Prompt reporting of “unacceptable behaviors” observed in adult interactions with minors is essential to protect students, ~~staff~~ employees, any witnesses, and the school as a whole. When observant ~~staff members~~ employees call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse (or you reasonably suspect it), **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to your county child protective agency (CPS) or local police/sheriff.** The report shall be made by phone immediately, (employees will be provided a break from their duties to file the report) and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse.

You do not need permission to report. No supervisor or administrator can impede or inhibit a report or sanction you for making the report. Your report is confidential, and you are protected from liability as long as you do not discuss the matter with anyone other than law enforcement, CPS and your school’s designated responsible administrative person. Failure to meet your reporting obligation can result in a monetary fine and/or jail.

Internal reporting to the School Principal occurs after the phone-in report is made to the police/sheriff or CPS.

Internal Investigations

The School Principal will promptly communicate with the investigating enforcement agency to determine whether an investigation will be conducted by that agency. The administrator will confirm with law

enforcement whether the initiation of an internal school investigation would interfere with any criminal investigation. Only law enforcement has the authority to grant clearance to investigate the matter administratively.

Upon receiving information from the mandated reporter, the designated responsible administrator must take immediate action to stop the alleged inappropriate conduct^{3/4} by removing the employee (or volunteer/vendor/guest) from the classroom or worksite when there is a potential risk to student or school safety. The Executive Director shall consult with legal counsel as appropriate, prior to, during, and after conducting any investigation.

Consequences

~~Staff members~~ Employees who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to the authorities for potential legal action.

DRAFT

11/3/2022

There has been a lot going on around the Orchard campus during the month of October. This month we celebrated Halloween, and the children dressed up like characters from the curriculum in their current grade or grades prior. The faculty is discussing whether this is a tradition we would like to continue next year. Some teachers have expressed that it would make sense to have the day after Halloween a teacher in-service day, since many of the children come to school tired the next day.

Faculty and staff have been deliberating on how to make the most out of a rainy-day recess by letting the students gather in the MP room, walk laps around the campus rather than being penned up indoors the entire time or going outside if dressed appropriately.

Eagle's chase was a big hit! There was a new set-up this year with two tracks, and students ran with their buddy class. The eighth grade Junipers were the proud champions of raising the most money for the second year in a row! Juniper also had the student who raised the most money for the school. Mr. Alves was very proud of the great enthusiasm they showed for this event.

Some of the Orchard staff (Becky Page, Zachary Phillips, Alejandro Figueroa, Brianne Hidden, Michelle McDonough, and Janice Oliver-Iraci) along with a couple first grade parents have been participating in PBIS (Positive Behavioral Intervention and Supports) trainings. They are currently working at the tier 1 level, and they meet monthly and are open to feedback and questions.

Teachers who are not in the Building Bridges program will be attending an in-service on Mon. 11/14, as well as having the option to begin parent conferences that day. Conferences will be occurring the week of 11/15-11/18 with minimum days all week, and then moving into a week off for Thanksgiving.

We learned from the PC Representative that the "Winter Gathering" will be held on Sat. Dec. 17 at Orchard, which will include "Bowls for Peace," Children's Store, and a star making activity to get excited for the upcoming holidays. PC is looking for a faculty/staff liaison to communicate with parents/staff on various activities, they are currently helping with the garden and the library.

One of the lower grade's teachers wanted to share this with the BOT: "Lower grades class sizes are way too large to be healthy. We should not be enrolling up to 32 in 1st and 2nd, maybe not 3rd too. As a pedagogy interested in developmental health, this is something we need to strongly consider for the health of both the classes and the instructors - main lesson and specialists."

Submitted by Heather Peery, Resource Specialist/Faculty Chair

River Faculty Chair Report: 11-9-2022

November brings many things; colder days, darker nights, beautiful clear skies and, at times, the scattering rain and snow. There are visible changes that we all feel, but in the classroom, there is a real sense of formation and rhythm. The children know what to expect, for the most part, and teachers spend less time forming and more time exploring the rich Waldorf curriculum. However, November also brings with it many extra responsibilities for teachers who have been running a gauntlet, or so to speak, working without much rest from August to November. Thus, the staff on the whole is feeling the exhaustion of the past three months as they prepare report cards and plan conference while continuing to strive to bring creative, relevant, and meaningful lessons to their classes. It's a very challenging time, but the out breath of the Thanksgiving holiday is quite the golden carrot, the light at the end of the proverbial tunnel.

Mrs. Nikki reports our lunch program is going "reasonably well to good." There is room for improvement in the meal program but she is happy that things have become much more stabilized and routine. Mrs. Jessica is happy to have extra space for the many children using Eagle's Nest and happy for extra help as well. Mr. Phillips states he is a busy as he has ever been trying to help all the new teachers with curriculum support. The Renewal Room is very active and Mrs. Miller is helping the children work through the social problems they are experiencing. Hence, and I will keep saying it, mentorship for new Waldorf teachers and programs to help with the elevated social issues children are experiencing in this day and age, are absolutely critical and need the board's continued support. As I mentioned above, teachers are "exhausted", as Mrs. Parker told me when I asked her. Of course, much of this exhaustion is due to the regular expectations of the "educator's job description." However, I can never remember a time in my 13 years as a classroom teacher where I was spending so much of my time working on the social challenges of "growing-up."

Finally, it is very exciting that the community will be coming together as a whole, for the first time since March of 2020 for our Festival of Light this Saturday. Cheers!



Board Chair Report
November 12, 2022

Annual Giving Campaign:

Donations are vital in allowing us to provide the best programs and services we can. Please help us reach our goal of \$100,000 for each campus by contributing to our [Annual Giving Campaign](#).

Strategic Plan:

The Strategic Planning committee was established last January. It was comprised of community members who brought a wide depth of knowledge to help create the 2030 plan. In addition, we sought community input in a Parent Square survey, and hosted an in-person community event to further develop the new plan. Last June the Board voted to approve the new: mission, vision and values statements. Since then, the plan has undergone an overhaul to reflect those statements and has been crafted and tailored to direct Golden Valley Charter Schools to 2030. Please join us for the unveiling of the Strategic Plan, November 9th, 6:30pm River Campus MP room or via zoom. <https://us02web.zoom.us/j/82134458146?pwd=MVFHYndkL3plK2V6RGNBYmxkNzJ5Zz09>

Volunteering:

Coming out of the pandemic we continue to rebuild our remarkable community. There are many different opportunities, in and out of the classroom for all members to find their niche, as we are looking for volunteers in all areas. Please consider offering your unique skills and services to one or more of these tremendous groups:

Classroom: See your class Teacher

Diversity, Equity and Inclusion (DEI): diversity@gvcharter.org

Golden Valley Education Fund (GVEF): gvef@gvcharter.org

Parent Circle (PC) Orchard: pc_orchard@gvcharter.org

Parent Circle (PC) River: lilmemily@gmail.com

Seeking Board Member Candidates:

The Board of Trustees is seeking individuals who are interested in the governance and oversight of Golden Valley Charter Schools. We are actively recruiting parents/guardians of students to join the Board of Trustees. Interested parties should contact bot@gvcharter.org for more information.

Warm regards,

Jennifer Huetter
Board of Trustees, Chair
Golden Valley Charter Schools



GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT
Submitted by Caleb Buckley, EdD

November 9, 2022

K-8 Tuition for Public Waldorf Schools

The Charter School Development Center will be holding its annual conference in Sacramento in two weeks and many Waldorf Charters will attend. California has many new laws that impact charters and other non-profits which the staff has been studying. While our enrollment numbers remain strong, we will be making some cuts to our adopted budget at first interim. State revenues, which increased over 13% this year, are not coming in as strongly as the state predicted in its current budget. Following our board meeting, there will be a Town Hall to introduce the Strategic Plan to the community. Included in the presentation will be a glimpse into some goals for the next 5 years in areas such as facility, program, and community engagement.

Looking at our math scores across the grades, the leadership team is embarking on a new math adoption for 2023. Our first internal assessments have been completed and the state, district, and school data has all been released to the public. The Orchard School charter renewal will begin in the Spring and be submitted in September 2023. Therefore, the budget stability and test performance at Orchard will have a heightened sense of importance for this year as we showcase our school to the district. San Juan Unified is also holding elections for a couple of board seats and having support at the district level for charter schools is very important.

As you can see in this report, our schools are rich with events, festivals, gatherings, fundraisers, student presentations, and all kinds of celebrations. Golden Valley shines once again as a place for the community to come together.



ON CAMPUS



At Orchard School – Now that fall is here, we are fully immersed in our school day as the rhythms of the day and year are fall into place. (No pun intended). Classes have begun to attend field trips including Apple Hill, Soil Born Farms, Black Chasm Caverns, and Effie Yeaw Nature Center. Families from Orchard and River enjoyed pumpkins, flowers, food, and fun at the Parent Circle gathering at Heirloom Acres Farms. Orchard's first garden day was a success. Families came on a Sunday to build a new compost bin, build planter boxes, move paver stones, and repair and paint picnic tables. Watch for the next garden day as there's always more work to be done! Orchard's Positive Behavioral Interventions and Supports (PBIS) team, comprised of teachers, parents, and administration attended their first training which focused on building our Schoolwide Action Plan. The plan, which is in its beginning phase, will soon be shared with the community. Finally, we had a joyful and successful Eagle Chase. The mood was one of celebration as students and faculty ran laps being cheered on by other classes, parent volunteers, the Eagle Mascot, Kona and the mysterious T-Rex! Many thanks to all who supported this fundraising event.

Referrals = October - 8; YTD - 18

Suspensions = October - 0; YTD - 5



At River School, we continue to reclaim and revive traditions and activities that were once lost to the pandemic. Several classes embarked on their first field trips in quite some time, such as Olive Tree 6th grade's trip to Mt. Lassen, Laurel Tree 4th grade's trip to Chaw'se State Park. Aspen Tree 8th grade is also preparing for an overnight trip to San Francisco later this month. Class field trips are an essential element of Waldorf education, and we are so glad to have them back. We are also very excited for the return of our Festival of Light at River campus this month. The Festival of Light is a multicultural celebration that shares seasonal traditions from around the world, such as Hannukah, Diwali, and Dia De Los Muertos. Crafts, food, music, and community are front and center at this wonderful celebration. Lastly, the faculty is hard at work preparing for fall parent/teacher conferences as well as completing grading and report cards.

Referrals = October - 0; YTD - 4

Suspensions = September - 1; YTD - 1

ENROLLMENT, OUTREACH, MARKETING & COMMUNICATION

Enrollment – We are accepting applications and have recorded Parent Information Meetings available to send to interested families to begin the enrollment process for the current school year. We held in-person tours at Orchard and River schools in September for prospective families.

Open Enrollment for the 2023-24 school year will run from January through February. Parent Information Meetings (PIM) have been scheduled.

- River School PIMs: 1/18, 2/1, 2/15
- Orchard School PIMs: 1/19, 2/2, 2/16

Marketing – Plans for marketing and communications for Open Enrollment are underway.

Outreach – We had an Outreach Booth at the Effie Yaw Nature Center on Sunday October 9th. We were busy making acorn boats with children and spoke to current and prospective families during the event. Our RSVP for the MeadowBrook Home Study Tour increased after the event.

Enrollment and Movement, Orchard, November 1						
	October Gain/Loss	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
TK	(1)	14	15	16	15	20
K	(1)	32	33	37	29	26
ABK	n/a	24	16	21	N/A	N/A
OBAK	n/a	22	9	21	22	22
1	(1)	31	29	27	30	30
2	~	31	30	30	30	28
3	~	32	28	26	24	21
4	~	30	25	26	27	30
5	~	27	26	29	29	27
6	+1	25	26	30	30	29
7	~	24	28	27	25	23
8	~	29	25	22	26	27
Total	10/1=279	275	265	268	265	237

Enrollment and Movement, River, OCTOBER 3						
	October Gain/Loss	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
TK	--	29	21	24	25	27
K	--	37	34	39	39	39
CBK	n/a	19	19	20	20	20
LBK	n/a	24	19	23	22	23
PBK	n/a	23	19	24	22	23
1 st	--	31	29	29	31	31
2 nd	--	32	30	30	29	30
3 rd	--	32	28	27	29	29
4 th	--	30	27	26	28	30
5 th	--	25	23	23	30	28
6 th	--	28	27	32	29	26
7 th	--	31	24	25	28	20
8 th	--	24	23	23	20	28
1 st HS	--	5	6	5	6	12
2 nd HS	--	4	2	7	7	4
3 rd HS	--	2	5	7	3	4
4 th HS	--	4	2	3	3	2
5 th HS	--	0	0	3	1	n/a
Total	10/1=314	314	283	307	307	310



COMPLIANCE

Title 1: Principals at both campuses are currently polling staff to see who is interested in working on a committee that will research lower grades math curriculum, upper grade math curriculum, and intervention programs, materials, and curriculum. The hope is that the committee can divide into three subgroups (lower grade, upper grade, and intervention) to narrow down curriculum to a couple of choice by the end of December. After the holidays, the committee will pilot the materials to help make a recommendation of which to purchase using Title 1 funds.

Meals: The schools have been participating in the meal program for over two full months. There is now enough data to anticipate trends and preferences which means that families will not need to continue to complete weekly meal order forms. The organization has just been notified that the CDE has identified Golden Valley as sites that will go under administrative and technical reviews. School Food and Wellness Group will help Golden Valley navigate through this process.

Expanded Learning Opportunities Program: Eagle's Nest will operate the first of the mandatory thirty non-instructional days on November 30th. There are 96 students that registered to participate on November 14th at the Orchard campus. The non-profit A Touch of Understanding will be presenting and running activities for students in 3rd through 8th grade to help students gain insight and empathy for individuals with disabilities. This presentation dovetails with the theme for the non-instructional day which is Empathy & Kindness.

Charter Renewal: On October 13th, the CDE notified schools that they would not place charter schools into renewal tracks for the 2023-24 schools year. This is due to the lack of 2020 and 2021 California School Dashboards. While schools are still waiting for more clarification on what this means for schools that are due to go through charter renewal in 2023-24, what is known is that the default track for school that are up for renewal next year will be the middle track (5-year track) and the CDE will default to authorizers on how to proceed with the renewal. The 2022-23 Fastbridge assessment data and CAASPP data will be instrumental in the recharter process for Orchard in 2023-24.



DEVELOPMENT

ANNUAL GIVING CAMPAIGN

To Encourage more Participation:

- The Marketing & Development Manager and GVEF members finished the first phase of AGC communications by visiting Parent Meetings from Kindergarten - 7th grade at both schools. Combined, we attended a total of sixteen class meetings. This first phase gave us lots of face time and awareness that will link to on-going communications in the Newsletters and ParentSquare messages.
- The Marketing & Development Manager is working with GVEF Treasurer to connect with families still contributing their AGC contribution to GVEF Benevity and Matching programs. By tracking these families, we can account for them in our overall participation and pledge dollar amount.
- By the end of November, we will have a better picture of last year's AGC and participation in comparison to this year.
- An Administrative Regulation for Fundraising is under development to create cohesiveness between large scale, AGC, school wide, and classroom fundraisers. When we began this year, there were many fundraisers running simultaneously which creates competition and less involvement in them all. This Administrative Regulation will eliminate this from happening in the future.

FUNDRAISING with GVEF

- Eagle Chase occurred on Oct 27 for River School and Oct 28 for the Orchard School.
 - The fundraising platform went online as well as had envelopes available for in person donation collecting.
 - As of Friday October 28th, GVEF had raised over \$56,000 from both schools.
 - They will re-cap this fundraiser in their next meeting and begin communicating appreciations, when apparel will arrive, and results.
- GVEF meetings will take place on the second Tuesdays of the month

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY22/23)	<i>Projected AGC Receivables 22/23 FY End</i>	Goal
GVOS	54/198 = 27%	\$10,256	<i>\$34,080</i>	\$100,000
GVRS	81/233 = 34%	\$17,006	<i>\$63,279</i>	\$100,000
General Donation		\$657	<i>\$2780</i>	~
Total	135/431 = 32%	\$27,919	<i>\$100,139</i>	\$200,000