



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

November 8, 2023

**Board Meeting Access Information**

**Date:** Wednesday, November 8, 2023  
**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 2023.11.08  
Time: Nov 8, 2023 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting  
<https://us02web.zoom.us/j/85779800480?pwd=anc4bkVTb04ySXUzR2JjdEtBWEExUT09>

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Passcode: 036725

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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](mailto: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](mailto: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 8, 2023

Regular Meeting Agenda

1. **Call to Order** – 4:30p.m. *(K. Gerski-Keller)*
2. **Roll Call** – 4:30 p.m.  
**Board Members:** Katie Gerski-Keller, Adam Errington, Ekaterina Khmelniker, Stephen Quadro, Meredith Wilsen.
3. **Board Member Exigencies and Remote Attendance** – 4:31 p.m. *(K. Gerski-Keller)*  
**Action:** Shall the board approve any board members to participate in this board meeting from a remote location due to unexpected emergencies per AB 2449?  
**Information:** Members must publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and if so, the general nature of the member’s relationship with any such individuals; and ensure their meeting participation using both visual and audio technology.
4. **Flag Salute/Quote/Moment of Silence** – 4:35 p.m. *(C. Buckley)*
5. **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.
6. **Consent Agenda**– 4:50 p.m. *(K. Gerski-Keller)*  
All items listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless a member of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Executive Director recommends approval of all Consent Agenda items.  
**Action:** Shall the Board approve the following items by consent?
  - 6.1 ***Shall the board approve the October 11, 2023, Regular Meeting Minutes?***
  - 6.2 ***Shall the board approve the revised Title IX Policy?***
  - 6.3 ***Shall the board approve the revised Universal Complaint Policy?***
7. **Long-term Planning** – 4:55 p.m. *(C. Buckley)*  
**Discussion:** The board will discuss long-term goals.
8. **2024-2025 School Calendar** – 5:25 p.m. *(C. Buckley)*  
**Discussion:** The board will discuss the 2024-2025 school calendar.



November 8, 2023

9. **Faculty Reports** – 5:40 p.m.

**Faculty Chair Report, Orchard:** Orchard Faculty Chair, Heather Peery, will present items of interest to the board. *(H. Peery)*

**Faculty Chair Report, River:** River Faculty Chair, AJ Lacoste, will present items of interest to the board. *(A. Lacoste)*

10. **Executive Reports** – 5:50 p.m.

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

**Executive Director Report:** Executive Director, Caleb Buckley, will present items of interest to the board.

11. **Recitation of the Motto of the Social Ethic** – 6:05 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.

12. **Adjournment of the meeting** – 6:06 p.m.

*(K. Gerski-Keller)*

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING**  
**POLICY DRAFT**

*(Approved by the Board of Trustees on October 9, 2019*

*Presented to the Board of Trustees for revision November 8, 2023)*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Golden Valley Charter Schools ("GVCS" or "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. This policy will supersede all previous policies on these topics.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GVCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GVCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GVCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GVCS does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GVCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Golden Valley Orchard School

Becky Page, Principal  
6550 Filbert Ave  
Orangevale, CA 95662  
916-987-1490

Golden Valley River School

~~Barbara Ames~~, **Ryan Sutton**, Principal  
9601 Lake Natoma Dr  
Orangevale, CA 95662  
916-987-6141

Golden Valley Tahoe School

~~Bonnie River, Principal  
908 Northstar Dr  
Truckee, CA 96161  
530-717-3019~~

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director  
1000 River Rock Drive, Ste 220  
Folsom, CA 95630  
916-597-1477

**Definitions**

**Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal



rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GVCS.

GVCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.

- Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GVCS.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Bullying and Cyberbullying Prevention Procedures**

GVCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

#### **1. Cyberbullying Prevention Procedures**

GVCS advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.



- d. To consider how it would feel receiving such comments before making comments about others online.

GVCS informs Charter School employees, students, and parents/guardians of GVCS's policies regarding the use of technology in and out of the classroom. GVCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

GVCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GVCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GVCS and encourages students to practice compassion and respect each other.

GVCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

GVCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GVCS informs GVCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

GVCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GVCS employees who have regular interaction with pupils.

GVCS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating



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CHARTER SCHOOLS

- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

GVCS also informs certificated employees about the groups of students determined by GVCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GVCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GVCS’s students.

**Grievance Procedures**

**1. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Golden Valley Orchard School

Becky Page, Principal  
6550 Filbert Ave  
Orangevale, CA 95662  
916-987-1490

Golden Valley River School

Barbara Ames, **Ryan Sutton**, Principal  
9601 Lake Natoma Dr  
Orangevale, CA 95662  
916-987-6141

Golden Valley Tahoe School

\_\_\_\_ Bonnie River, Principal  
\_\_\_\_ 908 Northstar Dr  
\_\_\_\_ Truckee, CA 96161  
\_\_\_\_ 530-717-3019



If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director  
1000 River Rock Drive, Ste 220  
Folsom, CA 95630  
916-597-1477

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GVCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GVCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

## **2. Investigation**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GVCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant



and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

### **3. Consequences**

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

### **4. Uniform Complaint Procedures**

When harassment, discrimination, intimidation or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

### **5. Right of Appeal**

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the GVCS Dispute Resolution Process.

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING  
COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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**I hereby authorize GVCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by GVCS:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_



## **UNIFORM COMPLAINT POLICY AND PROCEDURES**

*(Approved by the Board of Trustees on September 11, 2019*

*Presented to the Board of Trustees for revision November 8, 2023)*

### Scope

Golden Valley Charter Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of



Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
  - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
  - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
  - (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity



**GOLDEN VALLEY**  
CHARTER SCHOOLS

of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Golden Valley Orchard School

Becky Page, Principal  
6550 Filbert Ave  
Orangevale, CA 95662  
916-987-1490

Golden Valley River School

~~Barbara Ames, Ryan Sutton, Principal~~  
9601 Lake Natoma Dr  
Orangevale, CA 95662  
916-987-6141

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~~Bonnie River, Principal~~  
~~908 Northstar Dr~~  
~~Truckee, CA 96161~~  
~~530-717-3019~~

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director  
1000 River Rock Drive, Ste 220  
Folsom, CA 95630  
916-597-1477

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.





Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Board of Trustees Chair.

### Notifications

The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

### The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

### Procedures



**GOLDEN VALLEY  
CHARTER SCHOOLS**

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.



- **Step 3: Investigation of Complaint**

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a final written decision of the Charter School's investigation and disposition, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.



5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.



GOLDEN VALLEY  
CHARTER SCHOOLS

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.

DRAFT



**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Street Address/Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Adult Education  | <input type="checkbox"/> Compensatory Education   | <input type="checkbox"/> Migrant Education                |
| <input type="checkbox"/> After School Education and Safety                          | <input type="checkbox"/> Economic Impact Aid  | <input type="checkbox"/> Regional Occupational Programs   |
| <input type="checkbox"/> Agricultural Vocational Education                          | <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs           | <input type="checkbox"/> School Safety Plan               |
| <input type="checkbox"/> American Indian Education                                  | <input type="checkbox"/> Foster/Homeless Youth Education                                      | <input type="checkbox"/> Special Education                |
| <input type="checkbox"/> Bilingual Education  | <input type="checkbox"/> Juvenile Court School Pupils   | <input type="checkbox"/> State Preschool Health/Safety    |
| <input type="checkbox"/> California Peer Assistance and Review Programs for Teacher | <input type="checkbox"/> Lactating Pupils   | <input type="checkbox"/> Pupil Fees                       |
| <input type="checkbox"/> Consolidated Categorical Aid                               | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> Pupils from Military Families    |
| <input type="checkbox"/> Career/Technical Education and Training                    |   | <input type="checkbox"/> Pregnant and Parenting Pupils    |
| <input type="checkbox"/> Child Care and Development                                 |   | <input type="checkbox"/> Migratory Pupils                 |
| <input type="checkbox"/> Child Nutrition  |   | <input type="checkbox"/> Tobacco-Use Prevention Education |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Age  | <input type="checkbox"/> Genetic Information            | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                                     | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation (Actual or Perceived)  |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Marital Status                 | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical)              | <input type="checkbox"/> Medical Condition              |  |
| <input type="checkbox"/> Ethnic Group Identification                  | <input type="checkbox"/> Nationality / National Origin  |  |
| <input type="checkbox"/> Medical Condition                            | <input type="checkbox"/> Race or Ethnicity              |  |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Religion                       |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

\_\_\_\_\_



GOLDEN VALLEY  
CHARTER SCHOOLS

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to the Compliance Officer:

Golden Valley Orchard School  
Becky Page, Principal  
6550 Filbert Ave  
Orangevale, CA 95662  
916-987-1490

Golden Valley River School  
~~Barbara Ames~~, Ryan Sutton, Principal  
9601 Lake Natoma Dr  
Orangevale, CA 95662  
916-987-6141



GOLDEN VALLEY  
CHARTER SCHOOLS

~~Golden Valley Tahoe School~~

~~Bonnie River, Principal~~

~~908 Northstar Dr~~

~~Truckee, CA 96161~~

~~530-717-3019~~

If the complaint is about a principal, the Executive Director will receive the complaint:

Caleb Buckley, EdD, Executive Director  
1000 River Rock Drive, Ste 220  
Folsom, CA 95630  
916-597-1477

DRAFT





Orchard Faculty Report

11.3.2023

With the cooler morning air, change of leaves, crisp apples, and shiny pumpkins, Orchard is settling into Autumn. Today was the first Friday gathering indoors due to colder weather with a performance by the eighth grade Ponderosa class. On Tuesday, the children had a fun Halloween day with costumes from the curriculum, and favorite book characters. The 3<sup>rd</sup> grade Baobab class embarked on a field trip to a local farm, and the teacher and students said it was the best day ever! Some teachers are still rooting for the day after Halloween as a day off for students like they do in Nevada County! Last Friday 10/27, students cheered each other on during the Eagle Chase. Thanks to all the friends and families who donated to this fun-fundraising event!

Teachers are working diligently on report cards at this time and prepping for parent teacher conferences in the weeks ahead before settling into a week off for the Thanksgiving holiday to rejuvenate with family and express gratitude. In other news, yesterday the Ed Support team from both campuses attended an all-day training provided by San Juan in the Sunday reading intervention program. We hope to get some groups going in the new year as needs arise.

On Nov. 14<sup>th</sup> in honor of Ruby Bridge's Day, most classes from the school will be walking down to the Divine Savior Church to show support and honor her courage. At the age of six, she was the first African American student to integrate into an all-white elementary school in New Orleans in 1960. She advanced the cause of the Civil Rights movement. Thanks to Mrs. Oi, Madrona Tree 2<sup>nd</sup> grade teacher, for bringing this.

Next Friday, we have the day off to honor all the military Veterans and thank them for their service. The following week is parent conference week Nov. 13-17 with all minimum days. Then the week of November 20-24 is Thanksgiving, and December will be here before we know it.

Submitted by Heather Peery, Resource Specialist/Faculty Chair

River Board Report: November 8, 2023

Things are moving pretty fast these days, as there has been so much to do. Since our last board meeting, the River campus hosted our second ever Grandparent's Day. Although we were not able to welcome all grandparents, it was really a wonderful, community building event. This year, the staff asked for some changes to the program and were appreciative of Leadership for signing-off on them. Instead of grandparents observing a full main lesson, we broke the morning into three parts. First, every class performed in the MP Room so that our grandparents could experience the full spectrum of our school's curriculum; grades one through eight. Then, grandparents were welcomed to their child's classroom where they took a tour of our curriculum. In my class, each child was assigned one main lesson page, handwork item, or painting to explain/teach to our grandparents as they rotated through the room. Seeing the grandparents interact with, not only their grandchild but with all the children, was very special. Finally, the third part of the morning included a main lesson activity or story. I told a section of the Ramayana, as children and grandparents made beeswax models of the monkey-wind god Hanuman. All in all, the staff reported the day to be a wonderful experience and worth the work.

Soon after Grandparents' Day came the Eagle Chase, also a wonderful community and spirit building day. Kudos to all the volunteers who were there to make it happen and, I believe, between the two schools \$60,000 was raised. Well done Golden Valley! Halloween was next and inspired by Orchard's success over the past few years, River decided to allow the children to come to school in curriculum or nature based, non-media, non-violent costumes. This too was a wonderful success, as 99.9% of the students followed the guidelines. There were mushrooms, barnyard animals, pirates, and even a mini-Mrs. Dias and 2 Mr. Lacostes. Tomorrow is the Festival of Light and report cards are due in a week, followed by parent-teacher conferences. Yes indeed, we are busy, busy.

A colleague of mine shared a story at our faculty meeting yesterday that really seemed to speak to the teachers and the weight many are feeling. Perhaps you may have heard it before. *There is a man who is walking along a beach. In the distance he sees a boy bending down and then throwing something into the sea. He continues to do this as the man draws closer to see what is going on. As he approaches it becomes clear what the boy is doing. Covering the sandy beach lies thousands of starfish and the boy is tossing them back to the safety of the sea, one by one. Seeing the perceived futility of the boy's efforts, he approaches and says, "Why are you wasting your time? You cannot possibly save them all. What difference can you make?" The boy looks at the man, reaches down, picks up another starfish, and throws it into the ocean. "It made a difference to that one," he replied.* This story resonated in me; a metaphor for what educators are experiencing in the modern classroom—the post-pandemic classroom. It is a reminder that with each starfish we do make a difference, but also, that there is so much before us. Please continue to support the Renewal Room and any services and policies that help our dedicated and professional teachers and support staff to be healthy and present for our students, which is the sole reason why we are here. As always, your service, and the thoughtful way in which you approach your appointment and the decisions you make, is very much appreciated.



November 2023

What an outstanding turn out this year's Eagle Chase and Festival of Light. During the Eagle Chase, many students took on the challenge to raise money but also challenge themselves in running as many laps as possible in 15 minutes. So many students demonstrated speed, team work, and determination. The Festival of Light reminds us of how diverse our school community and gratitude is in sharing their culture and beliefs.

A week in the month of November, is Hunger and Homeless Awareness (11th to 18th). If you or someone you know is struggling with food insecurities or housing challenges, please reach out to the Orangevale Fair Oaks Food Bank, <https://www.ovfofb.org/> ; located at 6483 Main Ave in Orangevale. If you are in need of housing resources, dial **2-1-1** for additional resources for housing/shelters, medical, financial, Veteran support, transportation, and more.

“There's enough on this planet for everyone's needs but not for everyone's greed.” -Mahatma Gandhi.

We are now looking forward to the community events to come— Dine and Donate at the Old Spaghetti Factory and Panera Bread. We hope many parents and families will be joining these upcoming events.

Continued awareness of how a student's daily attendance impacts the foundation of building our community. Our school community is unique and beautiful. It is critical that children attend school whenever they are healthy. In addition, as a charter school we are funded based on attendance, and ensuring attendance is the easiest and most powerful way families can financially support our schools.

We are continuing efforts to recruit a robust Board of highly qualified candidates. The Board will continue to reach out to the community for those who would be well-equipped for Board service. As the process for qualification and preparation for Board service can take many months, it is important that the Board continue to recruit and network, bringing new members into this process throughout the year.

For training, support, and organization purposes, most new members are brought on at the beginning of the school year, in August. If you or someone you know are interested in our schools' governance, please contact the Board at [bot@gvcharter.org](mailto:bot@gvcharter.org)

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.

Volunteering: 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](mailto:diversity@gvcharter.org)
- Golden Valley Education Fund (GVEF): [gvef@gvcharter.org](mailto:gvef@gvcharter.org)
- Parent Circle (PC) Orchard and River: [pc\\_orchard@gvcharter.org](mailto:pc_orchard@gvcharter.org)

Kindly,

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

Meredith Willsen  
Board of Trustees, Vic Chair  
Golden Valley Charter School



# GOLDEN VALLEY CHARTER SCHOOLS

EXECUTIVE DIRECTOR REPORT  
Submitted by Caleb Buckley, EdD

November 8, 2023

K-8 Tuition for Public Waldorf Schools

Next month the board will be looking at our financial audit and preparing the first interim budget. Last month the board approved a 1% bonus to returning employees and increased health benefits which will be reflected in next month's report. October also was our town hall in which we discussed facility options and enrollment growth for the schools. Next year, administration is proposing to put an additional track of 1<sup>st</sup> grade at the Orchard School, so there will be two 1<sup>st</sup> grades and two 2<sup>nd</sup> grades with smaller class sizes. If we added another track in 2025-26, it would have to go at the River School. Administration will be forming a facility committee which will give its first report at the December meeting.

Half our leadership team will be in Long Beach for the CSDC charter conference. Barbara Ames will be filling in at the Orchard School as principal. All employees are currently conducting goals interviews, a time they meet with their supervisor and discuss the current evaluation cycle and what support they need. At the district level, all of the charter leaders from San Juan Unified started meeting in person again and included representatives from CCSA. Our meeting last week was at Gateway Charter in Carmichael which recently completed a campus modernization project with the district. All of the local charters report similar trends this year: a high increase in students with special needs, an influx of immigrants from war zones, facility concerns around younger TK children, and social-emotional needs among students and faculty. The challenges facing our own educational environment are facing most schools in California.



## ON CAMPUS



**Orchard School** – Eagle Chase at Orchard Campus was full of excitement and success. Students ran on the field at the same time as their buddy class while being cheered on by family spectators as well as parent volunteers, our wonderful MC, (Mrs. Watkins), and our School Mascot...the Eagle! In other proud news, our 6th – 7th grade Volley team, led by River Teacher Ms. Parker won 2nd place in their division. All three 8th-grade teams will be in the playoffs on 11/2/23. By the time this is published, we may have another winner from Golden Valley! Congratulations on a great season to all our Golden Valley Volleyball players. Orchard 6th, 7th, and 8th grade students interested in joining Student Council spent the last weeks in October campaigning for the position of President, Vice President, and Secretary. Announcements of those winners will be happening soon. A small group of parents joined Mrs. Page during the first Coffee with the Principal in October. This monthly gathering is a time to hear more about what is happening at school, ask questions and get to know other caregivers in our community...all while having a warm beverage and maybe a cookie or two. Watch Parent Square weekly happenings for the next scheduled date. Orchard PBIS program is going strong. Students are being acknowledged for SOARing and our data shows a decrease in incidents demonstrating students are learning and following expectations.



**River School** - November is a time for gratitude, and at Golden Valley River School, we are grateful for our tight-knit community of parents, students, and teachers who bring their gifts and talents every day. This community's support and dedication to Waldorf education make our school a truly special place.

The Festival of Light (Saturday, November 4th) is a celebration of seasonal traditions from around the world, such as Diwali and Dia de Los Muertos. We will have several crafts in classrooms like Henna tattoos, candle dipping, and lantern making just to name a few. There will be a beautiful ofrenda in the MP room, along with delicious snacks, sweets, and treats for you to enjoy while taking in some awesome live music.

Parent-Teacher Conferences are being held the week of November 13th - 17th. These conferences are an essential opportunity for you to connect with your child's teacher, celebrate achievements, and game-plan for areas of growth. Teachers are working tirelessly on their report cards.

## ACCOUNTABILITY &amp; COMPLIANCE

California publicly released 22-23 CAASPP data on October 18<sup>th</sup> which allows the public to look at the percentage of students at each of the four achievement levels and compare to other schools and the state. The data on the website is different than how the dashboard reports academic achievement, which uses distance from standard (proficiency). The 2023 dashboard will be released in near January 2024. Next school year and all subsequent school years, the dashboard will be released by December 15<sup>th</sup> and CAASPP data will be release in mid-October. Lastly, the new LCAP will also be publicly posted on the dashboard for the public to reference.

## ENROLLMENT

**Outreach** – In October we had an outreach booth at the annual Nature Fest hosted by Effie Yeaw Nature Center. Our purpose is to promote our two schools, including our Home Study Hybrid Programs, and offering an activity and information about our curriculum.

**Enrollment** – We will continue to accept applications and make offers for enrollment when there is an open seat in a class. Applications for Enrollment for the 2023-24 school year will continue to be accepted until enrollment is closed. We held a Parent Information Meeting at the River School on October 8<sup>th</sup> for our Home Study Hybrid Programs.

Open Enrollment for the 2024-25 school year will begin in January. Parent Information Meetings (PIM) are scheduled for January and February for families to learn more about GVCS and learn how to apply.

- River School PIM: 1/17, 1/31, 2/14
- Orchard School PIM: 1/18, 2/1, 2/12

October Enrollment and Attendance – Orchard					
	Current Enrollment	ADA	Movement	<i>23/24 Budget Assumptions</i>	
TK	17	94 %	+3, (1)	/	/
K	37	95 %	(1)		
ABK	22	n/a	+2, (1)		
OBK	21	n/a	(1)		
MBK	11	n/a	+1		
1	44	96 %	0		
2	23	95 %	+1, (3)		
3	30	94 %	0		
4	30	94 %	0		
5	30	98 %	0		
6	25	93 %	0		
7	28	90 %	+1		
8	29	89 %	0		
Total	293	94 %	+8 - 2		
				<b>304</b>	<b>92 %</b>



October Enrollment and Attendance - River							
	Current Enrollment	ADA	Movement	<i>23/24 Budget Assumptions</i>			
TK	27	85 %	0				
K	36	95 %	0				
CBK	19	n/a	0				
LBK	22	n/a	0				
PBK	22	n/a	0				
1	30	95 %	+1				
2	30	93 %	0				
3	29	97 %	(1)				
4	30	97 %	0				
5	30	99 %	0				
6	26	96 %	(1)				
7	28	97 %	+1				
8	29	92 %	+2				
HS 1	1	100 %	0				
HS 2	3	100 %	0				
HS 3	3	100 %	(1)				
HS 4	3	100 %	0				
Total	301	95 %	+6 - 3			<i>Enrollment</i>	<i>ADA</i>
						<i>317</i>	<i>95 %</i>

## MARKETING &amp; DEVELOPMENT

**Marketing & Communications**

- Marketing is focused on Open Enrollment 24- 25
  - PIMs set for Jan - Feb. Social Media Ads and Radio Ads
  - Posting actively M-F on Social Media to keep followers engaged. Showcasing all grades and the various programs.
  - Outreach through Enrollment Coordinator to Preschools for Open Enrollment PIM dates and an Educators Tea with Kindergarten Teachers
  - Spiritwear Apparel available for purchase with GVCS logo & Basketball Icon
  - Gallery of Middle School art on Display at SchoolsFirst Bank on Main Ave through January 2024.
- Communications
  - Annual Report 2023 in development for release mid-December digitally
  - Video communications from Assessment Coordinator to continue the "I am Present" attendance campaign and importance of showing up to school as a community

## DEVELOPMENT

ANNUAL GIVING CAMPAIGN

- Marketing & Development Manager, GVEF, PC, and/or Class Rep is attending all parent meetings to talk about AGC, handout forms, bookmarks, and Core Value Cards.
- ParentSquare Group created of families who currently are not participating. Communications sent weekly.
- ParentSquare Communications going out as stand alone and in Newsletters about AGC
- Handwritten Thank you cards continue to be mailed for the 22-23 AGC participation
- Grandparents' & Special Friends' Day participants received literature about the school and materials and information on how to donate, bookmark, AGC form, cover letter, and remit envelope.

FUNDRAISING with GVEF

- GVEF communicating Eagle Chase Fundraiser this month
  - Collection envelopes sent home 10/6/23
  - Fundraiser will end 10/27/23
- Gala Venue deposit and date secured
  - Seeking Sponsorships
  - Mixer meeting formed the Gala Committee and roles for all involved

SCHOOL	Donors/Household Participation %	YTD Rec'd (FY23/24)	<i>Projected AGC Receivables 23/24 FY End</i>	Goal
GVOS	105/293	\$14,100	\$27,000	\$100,000
GVRS	175/304	\$33,323	\$44,000	\$100,000
General Donation	n/a	\$400	\$1,200	~
<b>Total</b>	<b>280/597</b>	<b>\$47,823</b>	<b>\$72,200</b>	<b>\$200,000</b>

