



**A K-8 Public Charter School
Inspired by Waldorf Education**

CHARTER RENEWAL PETITION

Submitted September 30, 2008



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Charter Renewal Petition

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Submitted For Review To

San Juan Unified School District
September 30, 2008

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

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

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

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

AFFIRMATIONS / ASSURANCES

- The Golden Valley Charter School of Sacramento (“GVCS” or “Charter School” or “School”) shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of GVCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- GVCS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GVCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GVCS shall admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- GVCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- GVCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act of 2004.
- GVCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- GVCS shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- GVCS shall at all times maintain all necessary and appropriate insurance coverage.
- GVCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Admission in GVCS shall not be determined according to the place of residence of a pupil, or of his or her parent or guardian, within the state. [Ref. California Education Code Section 47605(d)(1)]
- GVCS shall follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to the following:
 - GVCS shall comply with the Brown Act.
 - GVCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - GVCS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - GVCS shall comply with any jurisdictional limitations to locations of its facilities.
 - GVCS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - GVCS shall comply with all applicable portions of the No Child Left Behind Act (NCLB).
 - GVCS shall comply with the Political Reform Act.
 - GVCS shall comply with the Public Records Act.
 - GVCS shall comply with the Family Educational Rights and Privacy Act.
 - GVCS shall meet or exceed the legally required minimum of school days.

As the authorized Lead Petitioner, I, Deborah Lenny, hereby certify that the information submitted in this application for a charter for the renewal of the California public charter school, Golden Valley Charter School of Sacramento located at 9601 Lake Natoma Drive, Orangevale, California 95662, , within the boundaries of the San Juan Unified School District, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded the renewal, the Charter School will comply with all assurances listed above.

Deborah Lenny, Lead Petitioner

Date

EXECUTIVE SUMMARY

We are presenting this charter petition to the San Juan Unified School District (SJUSD or the District) for the renewal of Golden Valley Charter School of Sacramento (GVCS, the Charter School, or the School), a seat-based, curriculum program inspired by Waldorf education charter of the San Juan Unified School District (“District”) in accordance with Education Code Section 47605. This renewal Charter has been drafted to be compliant with the State Board of Education regulations for charter review, the State Board of Education model charter school application, and the California Charter Schools Act.

The 2007-08 school year for Golden Valley Charter School of Sacramento was a year of transition rich with growth and opportunity. This year marked the beginning of our relationship with the District as an authorized charter school within the district. As a new directly funded (“independent”) charter, we went to work on establishing ourselves as our own business entity. As a result, much of our progress during our first term is in the area of business development.

GVCS continues to seek a transparent, positive and collaborative relationship with SJUSD, as the local District in which we operate. We invite you to come and visit our school so you can see firsthand our successful operation.

Both philosophically and practically, GVCS believes that every child needs the balance provided by healthy intellectual, emotional, social, artistic, and physical development. To this end, GVCS offers a seat-based, K-8 program that uses an arts-integrated curriculum and instructional approach inspired by Waldorf education. GVCS will strive to ensure that each child meets both the California State Standards and the *Waldorf Methods Standards Based on California State Standards* (previously submitted to the District under separate cover) by the time he/she exits eighth grade. Our base Academic Performance Index (API) score for the 2007-08 school year is 725. GVCS is taking steps to ensure it meets its API growth target in 2008-2009 and beyond. To this end, GVCS has created a plan to improve student achievement in mathematics, as mathematics was the primary area of need when considering the 2007-2008 STAR data. (The Plan to Improve Student Achievement in Mathematics is being submitted to the District with this renewal charter petition). During the 2008-2009 school year, an achievement plan for history will also be developed and implemented.

Teaching methods inspired by Waldorf education stress an arts-integrated, multi-sensory, and nature-oriented learning environment. The rigorous academic program is strongly interdisciplinary, integrating the arts, foreign language, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Core subjects will be taught in three- to four-week units during the first two hours of the school day, known as "Main Lesson." In addition, students will attend two periods of core subjects each day. Teachers differentiate lessons based on how children learn at different developmental stages, as documented by child development research.

Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. Academic practice periods and specialty subjects will follow the Main Lesson period.

GVCS's goal is to motivate and assist all students in meeting proficiency on state academic standards. Currently, GVCS has established a base API of 725 for use in determining AYP/API growth targets for proficiency established by the California Department of Education as measured by the California Star Testing Program. GVCS will continue to improve upon its educational programming to ensure that the school (including all numerically significant student subgroups) annually meet or exceed AYP targets as required by NCLB. If school AYP performance is above state targets, the School will continue to annually increase percentages at the "proficient" level, progressing toward the federally established 2013/14 AYP targets. The Charter addresses GVCS's plan for students with special needs, English Learners, and students who are low or high achieving.

GVCS will ensure overall alignment of a curriculum inspired by Waldorf education with State standards to create success for all students in meeting the requirements of state-mandated standardized testing. The curriculum inspired by Waldorf education determines that some State standards will be addressed at different grade levels from those stated in the California state framework. The School's goal is that students will meet statewide performance standards as measured by the API by the completion of eighth grade in accordance with Education Code Section 47605(c) and NCLB, and will demonstrate annual progress on the STAR tests, competency in standards inspired by Waldorf education, and competency in state grade-level content and performance standards. Please refer to the Supplementary Binder, containing the *Waldorf Methods Standards Based on California State Standards*, for further detail.

Golden Valley Charter School will continue to operate as a directly funded independent charter school and will operate as a California Nonprofit Public Benefit Corporation, governed by a corporate Board of Trustees (Board of Trustees), upon renewal of this charter. The School Principal will direct the School's day to day operations. Parent involvement will support the school at many levels, including classroom activities, festivals, and fundraising. Parent education programs will support parents with information on approaches to education inspired by Waldorf, the connection between school and home life, and effective parenting.

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

To provide safety for all students and staff, GVCS has adopted and implemented a full health and safety procedures and risk management policies at our school site. GVCS shall admit all pupils who wish to attend the School up to capacity. Pupils will be considered for admission without regard to actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set

forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. GVCS shall not charge tuition. Research has shown the importance of parent involvement for student success; thus, each family is strongly encouraged to give a minimum of 40 hours of parent service per school year.

GVCS continues to strive to achieve a racial and ethnic balance approximating that of the surrounding local community. GVCS will continue to use strategies that attempt to achieve a racial and ethnic balance among students similar to the population attending local SJUSD schools in the area where GVCS is located. To broaden our outreach, GVCS translated a supplemental school brochure into Spanish for distribution at locations likely to reach Spanish-speaking community members.

Budget projections, show the financial viability of GVCS. In preparation for renewal, GVCS has developed a three year-budget projection and a list of revenue and spending assumptions used in the projections. (These financial documents are being submitted to the District with this renewal charter petition) GVCS ended the 07-08 fiscal year with an account surplus of \$164,729 (unaudited). We also received a \$250,000 revolving loan that has been placed in a money market fund earning 3.3% interest. Our projections show an increasing account surplus during the three year projection period resulting from increased enrollment from our current 264 students to 318 students by 2011. Our year-over-year projected enrollment increase is the result of one additional classroom in 1st through 3rd grades (resulting in two classes per grade) and filling up existing classes that are currently under-enrolled.

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

By renewing this charter, SJUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. To this end, the Petitioners pledge to work cooperatively with SJUSD to answer any concerns over this document and to present SJUSD with the strongest possible proposal for renewal of a charter to begin operation on July 1, 2009, opening for teacher pre-service and seat-based instruction in August 2009. GVCS shall be considered renewed as of the date of charter approval. However, as we understand it is the District's desire to align terms to the end of the school year, the term of the charter shall expire on June 30, 2014. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and 47607.

INTRODUCTION

This charter presents the renewal of the Golden Valley Charter School of Sacramento. Although GVCS has more than a nine year history, we come to this renewal having established a base-line as a new charter school of the San Juan Unified School District. We believe that after a little over a year of our first, two-year term, GVCS has made great strides in building a relationship with the District, and we hope the District is impressed by the strength of our administration, faculty and staff; the unique choice of a public-school inspired by Waldorf education; and the leadership and on-going development of our Board of Trustees. A two-year term does not lend itself to providing a lot of information to the District as to the success of the first term in its consideration of renewal. Therefore, this introduction is designed to provide the District with additional information as to the School's success.

Our first year as a direct funded charter school authorized by the District has been one of growth and transition. Our move to the Palisades Campus during the summer of 2007 helped us to establish ourselves as an educational choice for families of kindergarten through eighth grade students in the Orangevale/Folsom/Granite Bay area. We are grateful for the opportunity to reside at our current site. We look forward to the Palisades campus being our home for many years to come.

We also became a non-profit public benefit corporation in 2006, establishing ourselves as an independent business entity. We received our 501(c)(3) designation from the IRS in April of 2008. We spent much of the year establishing the processes and policies required for the management and governance of an independent business entity. We are in the process of completing our first independent financial audit. Our unaudited actuals for the year show us with an ending account balance of \$164,729, well above the required 5% reserve mandated by our Charter. We also received a \$250,000 revolving loan, repayable over 5 years. We plan to use these funds for short-term cash flow if needed.

Additionally, the Golden Valley Education Foundation, a non-profit 501(c)(3) organization, has been in place for many years and raises money in support of GVCS. In 2007-2008, the Foundation raised over \$87,000 in our Annual Giving Campaign. GVCS has taken a comprehensive approach to fund development that includes grants (private foundations, corporate, government), patron donors, and strategic partnerships. Work has been done to develop capacity for further funding by defining goals and objectives for student improvement and remedial supports, curriculum support, student leadership, teacher training, and music and art enhancement. Our goal for grant and community support for the 2008-09 school year is \$100,000 in funding and donations.

On the instructional side, we are grateful to be able to offer families in the area a public school inspired by Waldorf education: a developmentally appropriate curriculum that integrates the arts, music, movement and storytelling into the teaching of reading, writing, mathematics,

science and social studies in accordance with State Standards. The following quote summarizes our ultimate goal:

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

Rudolf Steiner, Founder of Waldorf Education

GVCS continues to pursue the measurable outcomes in the charter through the educational program described in the charter petition. We continue to educate our students to become self-motivated, competent, life-long learners with the support of a community of peers, teachers and parents. To assist the District in considering the achievement of GVCS in its first term, our accomplishments are highlighted below:

Accomplishments to Date:

- We have grown our enrollment by 20+ students after moving farther away from our original location area in 2007-08. Beginning the 2008-09 school year, our current enrollment is 260, another 20 additional students;
- We added two additional Curriculum Specialists to support Class Teachers;
- We have successfully attained our status as a 501(c)(3) corporation;
- We increased community awareness by participating in a local events, increasing the number of parent information meetings, and doing neighborhood outreach with 30+ hand delivered baskets;
- We ended the 2007-2008 fiscal year with a \$164,729 account surplus;
- We exceeded our fund-raising goal of + \$100K through our Foundation;
- We have 76% of our parent community giving to the Annual Giving Campaign;
- We added a third afternoon Kindergarten to meet increased demand while reducing class size from 24 to 20 students. This larger Kindergarten population will feed into the first through third grades which have been expanded to include two classes per grade level;
- We created a computer lab for our teachers and parent volunteers;
- The Kindergarten Yard Beautification Project Phase I was completed;
- We implemented a staggered recess for the upper and lower grades;
- We launched a new website, goldenvalleycharter.org to enhance our outreach capabilities;
- We set up online safety training for our staff and faculty;
- We have added an afterschool Strings program and will be adding others in 2008-2009;
- We continue to support a Basketball team program;
- Other extracurricular social clubs will be added for student enhancement in the upcoming 2008-2009 school year;
- We developed and implemented “tighter” attendance policies including the formation of a Student Attendance Review Team (SART). Our year end attendance rate for 2007-2008 was almost 95%; we have waiting lists for kindergarten through third grades;

- We maintain a ratio of 10:1 in our three kindergarten classes and 13-15:1 in grades 1-3;
- We had 100% return of employees from 2007-2008 to 2008-2009;
- The governing board of GVCS, the Board of Trustees, has adopted additional policies to increase School accountability and efficiency;
- We have engaged in strategic planning which has resulted in the new vision of the School through the year 2020, which reflects in the charter below;
- We have gathered information from our faculty, staff and community to determine priorities to make business decisions;
- We have active parent involvement at GVCS. Over 10,700 parent service hours were donated in the 2007-08 school year;
- In the 2007-08 school year, GVCS has been awarded a Lowes' grant of \$5,000 for the Kindergarten play yard and a \$5,000 from Kaiser to be used for the development of the organic garden and curriculum. Those grant funds leveraged other support and in-kind donations in excess of \$30,000;
- We offer a diverse specialty subject program for all students, including Spanish, painting, music, P.E./games/movement, and handwork, with major funding provided by the annual giving campaign; We established a Student Council with student representatives from fifth – eighth Grades;
- We implemented a class “buddy system” so younger and older classes can participate in activities and community service together; and
- GVCS is also very proud of the accomplishments of our students in the first term:
 - Several students entered artwork in the State Fair which received awards of merit and placed
 - Students performed music at State Fair
 - Students donated hair to Locks for Love
 - Participated in after-school strings (violin, viola and cello) program 4 – 8
 - Eighth grade trip included community service—cleaning beaches in Monterey County
 - Older “Buddy Classes” mentored students in lower grades
 - Junior High Basketball program—participated in the Micro-Wave League (Waldorf Schools)
 - All classes performed a major class play
 - All students performed in four All School Assemblies
 - Students worked as library volunteers
 - Students did community service during Orangevale Pow-wow Days and Citrus Heights Sunday Funday.

FOUNDING GROUP

ORIGIN AND PURPOSE

GVCS originated in the minds and hearts of a handful of home-schooling parents. These parents came together during the 1998-99 school year with the idea of pooling their resources and talents to educate their children in a cooperative environment. As part of the Cooperative, two retired Waldorf teachers were hired to work with the children and parents, while a parent wrote the Charter for Citrus Heights Charter School.

With a staff of four Waldorf teachers, a part-time administrator, a part-time business manager, and an extremely supportive group of parents, Citrus Heights Charter School opened its doors to forty-five students in kindergarten through fifth grade on September 11, 1999, as a locally funded charter school authorized by the Twin Ridges Elementary School District. During this school year the School's Board (Charter Council) clearly defined the School's central purpose and focus: to provide a curriculum inspired by Waldorf education available to public school students in Kindergarten through eighth grade—providing families from all socio-economic backgrounds with access to an education traditionally available only at expensive private schools. Our community also voted to change the School's name to Golden Valley Charter School.

CHARTER RENEWAL TEAM

The Charter Renewal Team is comprised of the founding Principal, Business Manager, Chairman of the Board, Curriculum Specialist team, Faculty Chairs, President of the Golden Valley Educational Foundation, Chairperson of the Parent Circle and the Development Consultant. The table below lists the members of the team along with their organizational role:

Name	Organizational Role
<i>Staff</i>	
Deborah Lenny	Founding and Current Principal, Lead Petitioner
Andy Silvert	Business Manager
<i>Board of Directors Trustees</i>	
Tom Trexler	Board Chairman
<i>Faculty Council</i>	
Annie Bosque	Kindergarten Teacher, Faculty Co-Chairperson
Lori Hetrick	Kindergarten Waldorf Specialist, Kindergarten Curriculum Specialist
Lee Pope	Curriculum Specialist
Shoshanna Rudholm	Fifth Grade Teacher, Faculty Co-Chairperson
Janis Williams	Curriculum Specialist
<i>Parent Community Leadership</i>	
Debra Lambrecht	Development Consultant
David Pucilowski	Golden Valley Educational Foundation President
Terri Rose	Parent Circle Chairperson

Team member biographies are being submitted to the District with this renewal charter petition.

CHARTER REQUIRED ELEMENT #1
EDUCATIONAL PROGRAM

EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. -- California Education Code Section 47605(b)(5)(A)

PROGRAMMATIC FOCUS

“Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society.”
--The International Conference on Education of UNESCO

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

Golden Valley Charter School offers instruction for students from kindergarten through eighth grade. Ideally, a single teacher leads the same group of children from first through eighth grades. Kindergarten teachers and Kindergarten Waldorf Specialists remain with the kindergarten classes, and Subject Specialists provide instruction in such areas as Spanish, handwork, music, games and the arts. The lessons, based on Rudolf Steiner’s pedagogical model of the child, stress natural developmental rhythms. Within this framework, each teacher selects and presents the subject matter using a curriculum inspired by Waldorf education or other best practices tailored to the learning needs of the children in their class.

VISION, MISSION, AND GOALS

VISION

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

By the year 2020, Golden Valley Charter School of Sacramento will achieve the following goals”

- 1) Golden Valley Charter School of Sacramento will be recognized by the wider community and prospective families as an excellent and desirable public school inspired by Waldorf education. We will have a full curriculum inspired by Waldorf education that includes reading, language arts, mathematics, science, social studies and character education as well as a full array of specialty programs such as vocal & instrumental music, eurhythmmy, woodworking, handwork, physical education, multiple languages, visual & performing arts, gardening, and animal husbandry. In addition, we will offer well-developed extra curricular and enrichment programs. Our curriculum and programs will reflect the multicultural and changing world in which we live and they will promote an acceptance and appreciation of all cultures.
- 2) Our students will emerge from our school well prepared. They will be model citizens and successful academically, socially, morally, and physically as measured by their ability to transition into the next phase of their education, to make sound decisions, and to succeed in their academic endeavors.
- 3) Our school and community - families, faculty, administration and students - will reflect the rich diversity of cultures and families in our area. Our school will be supported by strong parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education, compassion, and cooperation in our dealings with each other and in our work within the school.
- 4) We will attract and retain high-quality administrative staff and a faculty who hold a California multiple-subject teaching credential and are Waldorf-certified. They will be inspired by our school and community and will have a desire to make a long-term commitment with the school.
- 5) We will build our community on a permanent campus. We will either own or operate under a long-term lease. Our campus inside and outside of the classrooms will reflect Waldorf principles.

6) In addition to revenues resulting from full student enrollment, we will have multifaceted and well established development programs that provide additional funding for our ongoing needs. We will have mechanisms such as endowments and retained earnings in place to support the programs at desired levels.

7) We will have a long-lasting and meaningful relationship with the San Juan Unified School District and with the surrounding community. We will have either a long-term charter or be a SJUSD District School.

8) The community will have developed a public high school directly or will have developed a working partnership with another institution that provides viable educational pathways compatible with our students' experience.

MISSION

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

- Parents and children are lifelong learners,
- Families are encouraged to share their skills and talents,
- The community comes together in cooperative projects and festivals,
- Parent education forums support families, and
- Parents and faculty collaboratively govern the school.

We provide a curriculum inspired by Waldorf education that

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

GOALS

In addition to our Vision 2020 goals, our commitment at Golden Valley Charter School of Sacramento continues:

- To provide expanded educational choices and opportunities for families and children from kindergarten through eighth grade by making a quality education inspired by Waldorf available in a public charter school setting.
- To provide a balanced education that nurtures the development of the whole child, enabling students to become self-motivated, competent, and lifelong learners, able to impart meaning to their lives and pursue actions that benefit their community and society.
- To offer a curriculum inspired by Waldorf education, emphasizing a solid academic foundation, along with artistic expression, social development and responsibility, physical fitness, and attention to the inner emotional life of the child.
- To draw out each student's unique abilities while encouraging the balanced expression of his or her full potential.
- To keep children engaged with their senses, nurturing the imagination in the early years, in order to build a foundation for flexible, imaginative, and critical thinking.
- To use a three-fold "head, hands, and heart" approach to encourage the growing student to develop his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, fellow man, and nature.
- To meet or exceed State academic standards over the progression from kindergarten through eighth grade.
- To develop students' ability to think creatively and apply imagination to a variety of academic and practical tasks, so that the students of today become the creative problem-solvers of tomorrow.
- To encourage students' awareness of and empathy for diverse peoples, cultures, and languages.
- To help students develop a sense of affinity for and commitment to their environment, community and world, helping them become responsible citizens.

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

WHO THE SCHOOL IS ATTEMPTING TO EDUCATE:

*"I knew my children would receive a great experiential education,
not learning just what to think but how to think"*

--Holly Baade, GVCS Parent, 2008

The school will educate students from kindergarten through eighth grade, ages four years, 9 months to 14 years old, from the communities of Folsom, Granite Bay, Orangevale, Fair Oaks,

Citrus Heights, Carmichael, and the surrounding areas (greater Sacramento). Maximum enrollment is predicted to be 318 students by the year 2011-12. Parents may choose GVCS for a variety of reasons, including, but not limited to:

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

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

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

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

--William Butler Yeats

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

The Academic skills of an Educated Person in the 21st Century Include:

- Literacy
- Ability to communicate clearly, both orally and in writing
- Familiarity with, and ideally the ability to communicate in, more than one language
- Understanding of more than one culture

- Understanding of the scientific process and the various scientific disciplines
- Knowledge of history
- Ability to think creatively, analytically, and logically
- Ability to observe, gather, organize, analyze, and synthesize information
- Understanding of the mathematical process including application
- Ability to critically assess data

The Personal Attributes, skills and capacities of an Educated Person in the 21st Century Include:

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

HOW LEARNING BEST OCCURS

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

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

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

- Academic components framed within an artistic, creative, and imaginative context
- Academic development in an environment that supports the unfolding of the physical, emotional, and social aspects of the individual child
- A model asserting that children have identifiable stages of development
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Whole-to-part learning, from synthesis to analysis
- Educational models that weigh process and outcome equally
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model
- A partnership between home and school where parents have the opportunity to become deeply involved both in their child's education and in the school's decision making
- The creation of a community wherein all members—including parents, teachers, and children—make a commitment to lifelong learning
- Staff who are sensitive to each child's personal rhythm and development
- Limited media exposure
- A cooperative, non-competitive environment where each child's uniqueness is honored
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically
- Teaching methods that place a high value on relational experiences and inter- and intra-personal interactions

IMPLEMENTATION OF EDUCATIONAL PROGRAM/CURRICULUM

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

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

Introduction to GVCS's Instructional Program

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

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

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

The kindergarten focuses on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our teaching approach and curriculum emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn. Grades students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional "feeling" or connection to their subject matter, with the goal of creating a lifelong love of learning.

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

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

Prior to enrollment, all parents will attend a Parent Information Meeting facilitated by the school principal during which it will be explained that the Waldorf Adapted Standards do not correlate grade by grade with the State Content Standards—especially in the lower grades. Each parent will also receive a folder with information further explaining our curriculum. We will make our Waldorf Adapted Standards available to parents upon request at the beginning of each school year. Based on the needs of the individual student, a transition plan for students who

leave prior to the 8th grade will be developed at the request of the parent or suggestion of the teacher.

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

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

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

The faculty selects curriculum materials and instructional activities. Based on the Waldorf-adapted Content Standards, each teacher develops her units of study (blocks) using a variety of materials from the teacher resource library, on the Internet and from the public library. A block rotation, which is planned prior to the beginning of the school year is submitted to the principal and distributed to parents at the beginning of each school year.

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

Overview of the Kindergarten

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

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

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

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

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

Our kindergarten curriculum is developmental; that is, we meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Our successful co-teaching model benefits GVCS kindergarteners with a low adult: student ratio of 1:10, while providing the combined expertise of a State-credentialed teacher and a Waldorf Kindergarten Specialist for all three kindergarten classes.

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

vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

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

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

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

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

Overview of the Grades

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

--Albert Einstein

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

--Andy Silvert, GVCS Parent, 2008

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

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

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

First Grade

Math: Qualities of numbers; introduction to the four operations of arithmetic; geometric forms

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

Science: Nature stories; nature walks; observations; gardening

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

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

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

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

History & Social Studies: Multicultural stories

Second Grade

Math: Continue with four operations of arithmetic; story problems; counting by 2 to 12; beginning multiplication tables, including geometric patterns

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

Science: Garden and nature studies

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

Art: Continue form drawing; watercolor painting; beeswax modeling

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

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

History & Social Studies: Multicultural stories

Third Grade

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

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

Science: Continuation of garden and nature studies

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

Art: Continue form drawing; painting; beeswax modeling

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

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

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

Fourth Grade

Math: Four digit multiplication; continuation of long division; fractions

Literature & Grammar: Elements of grammar; continuing cursive; punctuation; book reports and creative writing; Norse mythology

Science: Zoology; continuation of garden and nature studies
Music and performing arts: Singing and recorder in rounds; possible addition of violin/cello; performance of annual class play
Art: Advanced form drawing; painting; clay modeling
Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)
Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)
History & Social Studies: California and local history
Geography: California and local geography; map making

Fifth Grade

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures
Literature & Grammar: Elements of grammar; continuing cursive; punctuation; compositions; Greek myths
Science: Botany; Inductive Method; reproductive systems; continuation of garden and nature studies
Music and performing arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play
Art: Calligraphy; painting; clay modeling; woodworking
Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)
Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)
History & Social Studies: Ancient civilizations through Greek times
Geography: North American geography as related to vegetation, agriculture, culture and economics

Sixth Grade

Math: Beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math
Literature & Grammar: Composition; grammar; spelling; biographies
Science: Mineralogy; physics (acoustics, electricity, magnetism, optics and heat); beginning astronomy; continuation of reproductive systems; continuation of garden and nature studies
Music and Performing Arts: Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play
Art: Calligraphy; painting; clay modeling; woodworking
Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)
Handwork: Hand sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product)
History & Social Studies: The Roman Empire and medieval history
Geography: World geography, usually emphasizing South America

Seventh Grade

Math: Algebra; mathematical thinking/theory; geometry

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

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

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

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

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

Handwork: Hand-sewn clothing; woodworking

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

Geography: World geography, usually emphasizing Africa

Eighth Grade

Math: Practical applications of arithmetic; algebra; geometry

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

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

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

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

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

Handwork: Machine sewing of clothing

History & Social Studies: World economics; American history

Geography: World geography, usually emphasizing Asia

Technology: Computers may be introduced

Additional Aspects of the Educational Program

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

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

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

Main Lesson Books – The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the children make individual “textbooks” called main lesson books for each subject taught. In their main lesson books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The main lesson book approach to student learning builds students’ skills of focus and concentration. These main lesson books require the students to write in depth about their lessons, and are a significant tool for building writing skills. Richly illustrated by the children, these main lesson books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

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

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

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

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

The Sciences – Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment are trained.

Foreign Language is taught beginning in kindergarten or first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program will expand to include reading, writing, grammar and conversation. Currently, Spanish is taught to all students in grades K-8. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, Japanese) may be introduced in the middle and upper grades.

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

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

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

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

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

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

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

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

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

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

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

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

The GVCS Classroom Community

"I send my children to Golden Valley because the values and curriculum taught there will not only provide an excellent academic education, but will also enable them to be lifelong learners, to have a balanced life, to appreciate and protect the environment, and also to have a strong sense of community."

--Patricia Beckman, GVCS Parent, 2008

Our goal is to nurture a classroom community supportive of academic learning by helping students develop respect, confidence, acceptance, and other positive social values. In a curriculum inspired by Waldorf education, the total child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, GVCS teachers, staff, and parents work together to support the physical, mental, emotional, social, and academic needs of the child.

- Golden Valley provides guidance in the area of behavior and attitudes, and recognizes that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.
- At Golden Valley, children are encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.

- At Golden Valley, personal responsibility and accountability are taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- Each class establishes rules within the first week of the school year. These rules are set with the understanding that everyone will respect and follow them. This provides the child with ability to reason and think for her/himself and to experience natural consequences for her/his choices.

Materials

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

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

Additionally, as part of their lesson preparation, teachers reference the following textbooks:

Kindergarten

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level K Workbook
 Math—Scott Foresman—CA Math K
 Science—Lakeshore—A-Z Science Experiments

1st Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Levels 1.1-1.5
 Math—Scott Foresman—CA Math 1
 Science—Harcourt—Science—CA Edition, Level 1

2nd Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level 2.1 and 2.2
Math—Scott—Foresman—CA Math 2
Social Science—McGraw Hill—Adventures in Time and Place: People Together
Science—Harcourt—Science—CA Edition, Level 2

3rd Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level 3.1 and 3.1
Math—Scott Foresman—CA Math 3
Social Science—McGraw Hill—Adventures in Time and Place: Communities
Science—Harcourt—Science-CA Edition, Level 3

4th Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level 4
Math—Scott Foresman—CA Math 4
Social Science—McGraw Hill—Adventures in Time and Place: California
Science—Harcourt—Science—CA Edition, Level 4

5th Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level 5
Math—Scott Foresman—CA Math 5
Social Science—McGraw Hill—Adventures in Time and Place: A New Nation
Science—Harcourt—Science—CA Edition, Level 5

6th Grade

Language Arts—Houghton Mifflin—Legacy of Literacy—CA Level 6
Math—Scott Foresman—CA Math 6
Social Science—McGraw Hill—Adventures in Time and Place: Ancient World
Science—Holt—Science and Technology—Earth Science

7th Grade

Language Arts—Prentice Hall—Timeless Voices, Timeless Themes—Reader's Companion
Bronze
Math—McDougal Littell—Course 2
Social Science—TCI—History Alive!: The Medieval World and Beyond
Science—Holt—Science and Technology—Life Science

8th Grade

Language Arts—Prentice Hall—Timeless Voices, Timeless Themes—Reader's Companion
Silver
Math—McDougal Littell—Concepts & Skills
Social Science—TCI History Alive!: The United States Through Industrialism
Science—Glencoe—McGraw Hill—Science Voyages—Earth Science CA Edition

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

PROFESSIONAL DEVELOPMENT

A variety of professional development opportunities are available to GVCS faculty and staff. These include the weekly pedagogical meeting; GVCS pre-service and in-service training; peer mentoring and classroom visitation program; individual and group mentoring by experienced Waldorf master teachers; attendance at Waldorf Teacher Training courses, workshops and conferences; Beginning Teacher Support and Assessment (BTSA) participation as appropriate; and attendance at other educational and charter school conferences. Funding for outside mentors, training courses and conferences comes primarily from grants and fundraising sources other than the school budget. GVCS encourages its administration and faculty to have Waldorf training geared toward a public school curriculum inspired by Waldorf education.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

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

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

SST members identify the specific academic areas of need for low achievers and plan interventions that are monitored and reviewed at subsequent meetings. Individualized Education Plans (IEPs) may include specific modifications within the classroom, resource materials, and referral to supplementary programs, which target specific academic skills. In addition to the SST and IEP processes, GVCS will use research-based assessment tools (e.g., the State-approved Quantitative Reading Inventory or QRI) to refer struggling readers to programs that improve reading skills, such as phonemic awareness, decoding, fluency, and comprehension.

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

- Leveled reading groups
- Differentiated math, writing, reading, and spelling approaches to meet different student learning levels in the classroom (such as the teacher challenging students with different levels of math problems during classroom activities)
- Movement/sensory integration activities incorporated into regular classroom learning in the early grades, to support the motor/sensory development that research shows is the foundation for academic learning.
- Leveled math programs using State-adopted textbooks in sixth through eighth grades
- Read Naturally, a research-based reading fluency process (described below)
- Lindamood Bell Learning Processes™, research-based processes for phonemic awareness, decoding, and other reading strategies (described below)

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

Lindamood Bell

GVCS primarily uses two components of the research-based Lindamood Bell processes to support students who struggle academically, especially in the area of reading. These components are described below. More information is available at the Lindamood Bell website: www.lindamoodbell.com.

The **Nancibell® Seeing Stars®: Symbol Imagery for Phonemic Awareness, Sight Words and Spelling Program** successfully develops symbol imagery and directly applies that sensory-cognitive function to sight word development, contextual fluency, spelling and increasing the speed and stability of phonemic awareness. The program begins by visualizing the identity, number, and sequence of letters for the sounds within words, and extends into multisyllable and contextual reading and spelling. According to the Lindamood Bell website, this new program may be a missing link in literacy development. Developing symbol imagery directly stimulates dual-coding (the integration of imagery and language) for the reading and spelling task.

The **Nancibell® Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®)** successfully stimulates concept imagery. Individuals become able to image gestalts which include color and even movement. This improves their language comprehension, reasoning for critical thinking, and expressive language skills.

Read Naturally

GVCS uses Read Naturally to help children who have fluency problems due to reading challenges such as skipping words, adding words, and speeding up and slowing down. Read Naturally uses three research-based strategies to develop fluency: teacher modeling, repeated reading, and regular monitoring of progress.

Read Naturally's individualized program allows students to work independently much of the time. Students begin at the reading level that is right for them and progress at their own rate. Teachers and support staff assess student reading levels and progress with one-minute timed tests. Students take an active part in monitoring their progress and in record keeping. More information is available on the Read Naturally website: www.readnaturally.com.

Student Success Team

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

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

Our twelve SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to address concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

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

All grade level teachers meet or have telephone conferences with at-risk students and their parents when necessary throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The curriculum inspired by Waldorf education is, by nature, multi-disciplinary, involving academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self esteem, as well as students' respect for each other as important members of their classroom learning community. In addition to using an approach to learning that is inspired by Waldorf education, GVCS' plan for students who are academically high achieving includes:

- Leveled reading groups engaging beginning to advanced levels of readers.
- Differentiated instruction in such areas as math, writing, reading, and spelling to meet different student learning levels in the classroom. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.
- Leveled math programs using State-adopted textbooks in sixth through eighth grades. Our current program includes a credentialed math teacher providing algebra instruction to eighth grade students ready for this challenge. Students are placed in math levels based on teacher recommendation/evaluation, and on placement tests from State-adopted math textbooks.
- The availability of supplemental materials to teachers, such as advanced mathematics materials inspired by Waldorf education. Teachers have the option to provide extra challenges to students as needed.
- Teachers providing academic and artistic leadership opportunities for students, such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.
- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
- Student governance/leadership opportunities through service on a Student Council (planned).

PLAN FOR ENGLISH LEARNERS

English Learners

GVCS shall comply with all applicable laws with regard to services and the education of English Learners (EL). This includes all applicable legal requirements for English Learners (ELs) relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. GVCS shall implement policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils. These policies shall include but not be limited to the following:

Home Language Survey

The Home Language Survey (HLS) shall be administered upon a student's initial enrollment into a California public school. If GVCS is not a student's first California public school, then GVCS will attempt to retrieve a copy of the student's HLS from the prior school(s) of attendance. Nonetheless, all students will be asked of their primary language with the GVCS enrollment paperwork to ensure an HLS is completed.

Annual Assessments

GVCS shall follow all CELDT testing timelines to ensure students receive proper instruction. GVCS shall comply with the applicable requirements of the No Child Left Behind Act with regards to EL pupils.

English Learners and Core Instruction

ELs will have daily access to the core curriculum and will be taught in a structured English Immersion environment.

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

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

- Students will interact through cooperative learning activities
- Students will make oral presentations in all content areas

- Students will collaborate for group performance and reports
- Students will be provided with learning opportunities in recreation and performing arts
- Students will be provided academic tutoring
- Students will receive daily English language development information according to their English language proficiency levels as identified by CELDT testing

Teacher Qualifications and Training

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

Reclassification to FEP Status

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

- The California Standards Test English/Language Arts
- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the school's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ELs demonstrate progress from year to year:
 - ✓ Students at Beginning, Early Intermediate and Intermediate will improve one level each year on CELDT testing
 - ✓ Students at Early Advanced and Advanced with some subtests lower than intermediate will improve subtests to Intermediate or above
 - ✓ Students at Early Advanced and Advanced with all subtests at Intermediate or higher will improve to Early Advanced or above
- ELs getting to Proficiency in English:
 - ✓ Students with at least four years of CELDT scores will be at or above Proficient.
- Monitoring of student identification and placement
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of availability of adequate resources
- Meeting annual measurable achievement objectives for ELs under NCLB

PLAN FOR SPECIAL EDUCATION

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School intends to function as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b).

We would anticipate that an agreement would be developed between the District and the Charter School that spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School. We envision an ideal relationship for special education to include the following agreements:

- Funds available to the charter school for purposes of Special Education will be determined using the same formula the District uses for its District elementary schools.
- The School will use these funds to contract with the District for services, hire the School's own Special Education personnel.
- The School will use all Special Education funds for the purpose of Special Education.

GVCS shall comply with the MOU for special education as agreed upon by the District and GVCS.

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the Charter School has adopted a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the School.

CHARTER REQUIRED ELEMENT #2
MEASURABLE PUPIL OUTCOMES

MEASURABLE STUDENT OUTCOMES AND
OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. -- California Education Code Section 47605(b)(5)(B)

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

"Standards describe what to teach, not how to teach it. Standards-based education maintains California's tradition of respect for local control of schools. To help students achieve at high levels, local school officials and teachers—with the full support and cooperation of families, businesses, and community partners—are encouraged to take these standards and design the specific curricular and instructional strategies that best deliver the content to their students."

--California State Board of Education 1997

PUPIL OUTCOMES

Basic Skills

GVCS's goal is to motivate and assist all students in meeting proficiency on state academic standards. GVCS will ensure overall alignment of the curriculum to ensure success for all students in meeting the requirements of state-mandated standardized testing. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. GVCS recognizes that differences in the educational program and curriculum sequence may be reflected in test score variations in specific areas of the state standardized tests in the early years of the program. As students progress towards the exit outcomes, these variations will diminish or disappear. GVCS does not expect significant variation in test scores of students who have passed the primary grades, grades 1st through 3rd. By the completion of eighth grade, GVCS students shall have received a curriculum and instructional program aligned to the state's content standards and met all statewide performance standards as measured by a score of "proficient" or above on the California Star Testing Program in English/language arts, mathematics, science, and history/social science.

The faculty of GVCS will use grade- and skill-level state standards for language arts, math, science and social sciences, where appropriate, to design lessons to teach students the content skills and thinking processes to be mastered on state grade level assessments aligned to the state standards.

GVCS students who have attended GVCS through the completion of eighth grade shall receive a curriculum and instructional program aligned to the state's content standards and meet statewide performance standards as measured by the Star Testing Program in accordance with Education Code Section 47605(c) and NCLB.

The School's goal is that students at GVCS will demonstrate the following upon graduation:

- Annual progress on the STAR tests
- Mastery of the Waldorf methods standards (previously submitted)
- Proficiency or above in state grade-level content and performance standards

GVCS's goal is to motivate and assist all students in meeting proficiency on state academic standards. GVCS will continue to ensure that students (including all numerically significant student subgroups) annually meet or exceed API and AYP targets as required by NCLB.

Participation in Star Program: GVCS will strive to ensure that at least 95% of all students at the tested grade levels and all numerically significant subgroups will participate in each component of the state testing programs for which the school is held accountable. % of GVCS students (2nd – 8th grade) who participated in testing in 2007-08 is 98%.

Additional Student Objectives

GVCS strives to help students recognize and achieve their full individual potential by developing the following skills and attributes. It is our goal that students shall be able to:

Life Long Learning Skills Utilize effective study skills and habits, e.g., note taking, library research, and study strategies. They will be able to persevere and complete a project, as well as to reflect on and evaluate their own and others' learning, adaptability, and resourcefulness.
Collaborate and work effectively with others in cooperative groups.
Make decisions and choices for the future.
Create a positive image of self and future.

Interpersonal Skills Demonstrate strong citizenship and leadership skills by working cooperatively with others to plan, initiate, and complete a variety of projects.

Engage in responsible, compassionate peer relationships.
Take responsibility for their actions.

Communication Skills Understand that language enables human beings to learn complicated and varied things from each other.
Communicate clearly and articulately.
Communicate through a variety of media, and be able to choose appropriate media to create communication vehicles that achieve their purpose, reflect craftsmanship, and are appropriate to their audience.

Community Participation Demonstrate an understanding of their unique and diverse community.
Reflect on their roles as community members.
Be aware of their ability to affect the community.

World Citizenship Understand and appreciate local, regional and global diversity.
Demonstrate knowledge of the contribution of various groups to the growth of the U.S. and the world.
Function in a cross-cultural interaction.
Use nonviolent conflict resolution skills.
Communicate in more than one language.

Modification of Exit Outcomes and Performance Goals

In order to serve our students and community, GVCS will continue to examine and refine its list of student outcomes over time to ensure adherence to the school's mission and to reflect any applicable changes to state or federal law. If deemed necessary, any material changes will be incorporated as an amendment to the charter and presented to the SJUSD Board for approval.

SCHOOL-WIDE OUTCOMES

GVCS shall pursue the following school-wide pupil outcomes:

State Standardized Testing

It is the goal of the Charter School to show measurable growth each academic year, as evidenced by an increase in the percentage of students in each class who score proficient or above on the California Standards Test from year to year.

Special Education Populations

Our expectations for Special Education students is that they will meet their annual Individual Education Plan (IEP) goals each year as determined by the IEP team and score proficient on the California Standards Tests prior to exiting Special Education.

English Learners

English Learners will demonstrate one year of growth per year as indicated by the California English Language Development Test (CELDT). Our program, with its emphasis on a multi-sensory teaching methodology, the oral tradition and the cultural diversity of the curriculum addresses the needs of English Learners.

Attendance

GVCS expects, on average, to meet an Average Daily Attendance (ADA) rate of at least 94% as evidenced by School attendance records. GVCS will strive for attendance meeting or exceeding 95% by making regular efforts to educate families about the importance of school attendance for their students' learning.

Academic Performance Index

GVCS's goal is to meet its Academic Performance Index (API) growth targets on an annual basis. GVCS's goal is to meet the minimum criteria under Ed Code 47607 (b) regarding its Academic Performance Index (API) by:

- Attaining its Academic Performance Index (API) growth target in the prior year, or in two of the last three years, or in aggregate for the prior three years.
- Ranking in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- Ranking in deciles 4 to 10;inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; or
- Otherwise accomplishing one of the requirements of Education Code Section 47607(b).

Adequate Yearly Progress

It is the goal of the Charter School to make adequate yearly progress ("AYP") as defined by the No Child Left Behind Act ("NCLB").

CHARTER REQUIRED ELEMENT #3
METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. -- California Education Code Section 47605(b) (5) (C)

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

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

GVCS will base performance assessments on the “*Waldorf Methods Standards Based on California State Standards*” first developed for use at the John Morse Waldorf Methods Magnet School in the Sacramento City Unified School District. These standards, provided in the Supplementary Binder, were designed to align Waldorf methods curricula with California State Standards over the nine- to ten-year period of kindergarten through eighth grade. We chose these standards based on their clear, grade-by-grade correlation of Waldorf methodology with California State Standards.

Performance standards and assessments, as well as determination of successful student progress and attainment of outcomes for students with exceptional needs and English Learners, will be defined appropriately on a case-by-case basis, according to their Individualized Education Program (IEP) and/or English proficiency levels and any additional recommendations by the Special Education Local Planning Area (SELPA). English Learners will demonstrate reading and writing proficiency in English after five years of attending GVCS, as determined by a score of 4 or 5 overall, with no subtest (listening/speaking, reading and writing) lower than a 3, on the California English Language Development Test (CELDT).

Specific Assessment Tools

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

Assessment Tools Used at GVCS

Name of Assessment	Purpose for Administering	Grades Assessed	Month/Season to be Administered
CST/CAT9 Standardized Achievement Tests	Measure Student Performance against State and National Schools schoolwide and by significant subgroups.	2-8	April/May each year
CST Writing Test	Assess writing skills	4, 7	April/May each year
CELDT	Evaluate English language fluency	K-8	
Quantitative Reading Inventory (QRI)	Assess reading skills—Sight word knowledge, reading fluency, and reading comprehension.	1-8	Fall and Spring each year; additional assessment if needed.
Math Assessments	Assess 1 st -5 th grade student math skills in accordance with <i>Waldorf Methods Standards based on California State Standards</i> .	1-5	Fall and Spring each year; additional assessment if needed.
Math Assessments from State-Adopted Textbooks, such as Prentice-Hall	Assess 6 th -8 th grade students for placement in leveled math program using State-adopted textbooks. Determine skill areas needing additional review/strengthening.	6-8	Fall and Spring each year; additional assessment if needed.
First Grade Readiness Assessment	Assess students' developmental readiness for entering first grade.	K-1	Spring of Kindergarten for continuing students; spring or summer before 1 st grade for new students
Second Grade Assessment	Evaluate student development in terms of motor skills, ability to cross midline, and other developmental abilities that contribute to a student's academic learning.	2	Middle of 2 nd grade
Student Progress Reports	Assess student progress in academic, social, and motor skills based on teacher observation.	K-8	Annually in late November

End of Year Narrative Report	Provide teachers and parents with annual, individualized report of student progress in all areas of study, social interaction, etc.	K-8	Annually in June
Individual Student Portfolio	Provide teachers and parents with annual, individualized report of student progress based on samples of student work	K-8	Annually in June
Fifth and Seventh Grade Physical fitness testing	Measure student physical fitness against State criteria; teachers and parents share information/develop strategy to support students' fitness if needed.	5, 7	Annually in April
Other demonstrations of student progress:			
Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations	Observe student presentations of work completed or mastered. Presentations will take place in the classroom and at periodic school-wide assemblies.	2-8	Periodically during each school year
Student projects, culminating in students' Eighth Grade Projects	Document completed student projects, both individual and group. Exhibit samples of completed projects at school-wide and/or public events. Each eighth grade student will select a subject of interest for in-depth independent study. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at the school-wide Eighth Grade Project Presentations at the end of the school year.	1-8	Periodically during each school year

Descriptions of the major assessment tools used by GVCS are provided below.

CST/CAT9—The state’s official assessment system, the Standardized Testing and Reporting (STAR) program, currently consists of two components. These are: (1) the California Aptitude Test, or CAT9, which is a nationally normed, multiple-choice test. (2) The California Standards Test, which is aligned to the new, rigorous, and challenging California curriculum standards in language arts, science, history/social science, and mathematics. GVCS recognizes that a curriculum inspired by Waldorf education teaches some subjects in different grades—

sometimes earlier and sometimes later—than the State standards, and meets or exceeds the State standards over the course of our K-8 education. This means State-standards-aligned testing can be challenging for a school with a curriculum inspired by Waldorf education, and our students might score better on national tests that allow for a greater variance in what students may learn at each grade level. Having said this, our students will achieve growth in STAR scores from year to year, as measured by these tests.

CELDT—The use of State testing to assess and support English Learners is described in more detail in Element #1.

Waldorf Methods Standards Based on California State Standards —As stated above, these standards align curricula inspired by Waldorf education with California State Standards over the nine- to ten-year period of kindergarten through eighth grade.

Criteria-based pre- and post-assessments—In this category, we will most commonly use four assessments. We may add or substitute other assessment tools if our Principal and faculty determine them to be more useful in promoting student learning. The assessments currently proposed in this category are: (1) The Quantitative Reading Inventory (**QRI**) reading assessment, which is a State-adopted assessment for sight word knowledge, reading fluency, and reading comprehension. (2) The **student progress reports** our teachers use to identify the individual strengths and needs of students in specific academic, social, and behavioral areas. Teachers complete this rubric in the fall as a basis for parent-teacher conferences, and again in June to evaluate student progress (see Appendix O). (3) **Math assessment** of students in first through eighth grades helps us determine areas of student strengths and needs. For sixth through eighth grade students, math assessments help determine appropriate placement in our leveled math program.

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

End of Year Narrative Report—In addition to the objective measures of student achievement cited above, this end-of-year report provides an in-depth, personalized evaluation of each child’s progress. In addition to the student portfolio and student progress reports rubric, the teacher writes a descriptive narrative of the child’s achievements, challenges, and participation in major areas of schoolwork—such as math, reading, writing, social studies, science, specialty subjects, social/emotional interactions, and physical activities. These reports are mailed to parents in June or July and are placed in each student’s record folder along with Fall Reports and

Student Success Team notes (if applicable). Student record folders are sent to a student's new school when requested by the new school.

Individual Student Portfolio—Student portfolios will include a sample of the students' main lesson books, various pieces of art, and practice papers. GVCS students will demonstrate academic achievement in all of the core academic areas. Portfolios will be assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across all content areas. A score of 3 on a 4 point rubric or a "satisfactory" will demonstrate proficiency or grade level achievement.

The **First Grade Readiness Assessment** helps teachers and parents determine when students are ready to move on from Kindergarten to First Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. The need for this assessment is based on the fact that our first graders' learning experience requires significantly different developmental readiness than our kindergarten program. Much of our grades curriculum is delivered through the teachers' rich oral presentation of international and multicultural myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in first grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

The **Second Grade Assessment** is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand-foot coordination; and proprioception (balance and spatial and temporal orientation). Based on these assessments, the teacher has the opportunity to incorporate physical-spatial exercises into classroom activities, with the goal of helping students further develop the motor capacities that support learning.

Fifth and Seventh Grade Physical Fitness Testing—This is a State requirement for evaluation of the fitness level of California students.

USE AND REPORTING OF DATA

GVCS will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (SARC) to provide parents and the community with descriptive and comparative information about the school.

GVCS shall also collect and analyze student performance data each year and shall utilize the data in the annual school reporting and site visitation process with SJUSD to monitor and improve the School's educational program. GVCS has created and began implementation of a

plan to improve student achievement in mathematics based upon the 2007-2008 academic data and to be updated each year thereafter. Future plans for academic improvement will be created and implemented based upon student performance data.

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

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

Parents and guardians will receive data on student achievements at least two times per year on student progress reports. Additional correspondence will be provided when necessary. More frequent progress reports will be provided in the upper grades, e.g., at the end of each Main Lesson thematic block, and periodically as needed in math. GVCS will compile and provide to District Board of Education an annual performance report per district requirements.

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

**CHARTER REQUIRED ELEMENT #4
GOVERNANCE STRUCTURE**

GOVERNANCE STRUCTURE

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

NONPROFIT PUBLIC BENEFIT CORPORATION

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

GVCS has constituted itself as a California non-profit public benefit corporation pursuant to California law and has received our 501(c)(3) tax exempt status, as Golden Valley Charter School of Sacramento. The School shall be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws, which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. GVCS recognizes that any material revision to the charter also requires approval of the District's governing board.

GVCS shall operate autonomously from the San Juan Unified School District, with the exception of supervisory oversight as required by statute and for purposes of Special Education. For purposes of special Education the School will function as an arm of the District.

NON-PROFIT BOARD OF TRUSTEES (BOARD)

The Board will consist of up to nine voting members including up to five parent members (or four parents and one community member), up to three Faculty members and the Principal. The number of Trustees shall be no less than five and no more than ten, unless changed by amendments to the bylaws. The Board shall maintain at least 51% of the board membership disinterested. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Trustees of the nonprofit public benefit corporation as a non-voting member.

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

1. The means by which Board Members are to be nominated, selected, and removed from office;
2. The duration of each Board Member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws will be amended.

Board Duties

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

- Approval of the annual school budget, calendar, salary schedules, and major fundraising events and grant writing
- Negotiation and approval of a Memorandum of Understanding (MOU) or other contracts with the School District;
- Approval of all contracts, contract renewals, and personnel actions (e.g. hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the school charter to be submitted as necessary in accordance with applicable law
- Long-term strategic planning for the School
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Approval of recommended major curriculum and program changes

- Filling the position of School Principal
- Evaluation of the School Principal
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter
- Monitoring the fiscal solvency of the school
- Participation in the School independent fiscal audit
- Participation as necessary in student expulsion matters
- Participation as necessary in any legal action brought against or on behalf of GVCS
- Increasing public awareness of the Charter School

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

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

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

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

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

All Charter School Board of Trustees meetings will follow the Brown Act and applicable public meeting laws. A vote of 75% of the full voting membership of the Board of Trustees will be required to make changes to the GVCS Charter (with material revisions to be approved by the District Board as well). For all other actions, a majority of the voting Trustees then in office shall constitute a quorum. All acts or decisions of the Board of Trustees will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Trustees present at any meeting, the meeting shall be adjourned. Voting Trustees may not vote by proxy.

CHARTER SCHOOL PRINCIPAL

The Principal will be the leader of the school. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Charter School Board of Trustees, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

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

- Ensure the charter school enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School Board of Trustees
- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Establish and execute enrollment procedures.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Oversee the administration of standardized testing.
- Attend all Charter Board meetings and attend as necessary District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops as needed.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.

- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Trustees.
- Facilitate regular school functions, including graduations, festivals, and assemblies.
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Trustees and/or the District.
- Identify the staffing needs of the school and offer staff development as needed.
- Maintain up-to-date financial records.
- Provide timely performance evaluations of all School employees.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote and publish the Charter Program in the community, promote positive public relations, and interact effectively with media as needed.
- Encourage and support teachers in on-going professional development.
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues once monthly or as otherwise agreed upon.
- Present a quarterly financial report to the Charter School Board.
- Provide all necessary financial reports as required for proper ADA reporting.
- Develop the School annual performance report and SARC.
- Present fiscal audit to the Charter School Board of Trustees and, after review by the Board of Trustees, present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
- Manage student discipline; as necessary participate in the suspension and expulsion process.
- Participate in special education meetings as necessary.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.

The above duties will be delegated or contracted as approved by the Charter School Board of Trustees to a business administrator of the School or other employee, or to a third party provider.

FACULTY COUNCIL

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

The faculty council will also:

- Monitor student progress toward meeting charter outcomes and state achievement targets.
- Implement the curriculum and participate in the life of the school, including festivals and celebrations.
- Implement appropriate teaching strategies, student interventions and assessment tools to ensure that GVCS students achieve their full potential.
- Participate in school committees, IEP activities and Student Success Teams.
- Participate in professional development activities.
- Select representatives to serve on the Board and on other school subcommittees, such as the Hiring Committee, Budget Committee, and Festival Committee.
- Select Faculty Chair(s) to assist in the administration of the educational program.

PARENT AND COMMUNITY INVOLVEMENT

“My children attend Golden Valley because of my belief in Waldorf Methods education. I know of no other educational method that does such a complete job of nourishing all aspects of the child, not just their head. The entire curriculum is based upon what is developmentally ideal for the child, and when I look at my thriving children, I can see the effects that this truly magical curriculum has had on them. My heart sings with the belief that their childhood has been a much richer place, and that their whole life will be positively affected because of the influence Waldorf methods education has had on our family.”

*--Kathryn Blankenburg,
GVCS Parent, 2008*

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

Parent Circle

Parent and community member involvement at GVCS begins with the School's Parent Circle. The Parent Circle's mission is to uphold the central role of the parents in preserving the mission of the school and the role of parent volunteers in contributing to all aspects of the school community where needed. The Parent Circle, in conjunction with GVCS's administration, publishes a Parent Handbook

The Parent Circle consists of parent/guardian and grandparent volunteers who meet regularly (at least monthly) to support the life of the school. The Parent Circle also consists of a Board Chair, Secretary, Treasurer, a class representative from every class, the School Principal or designee, a faculty member and a Board member. The Parent Circle is governed by its own set of adopted bylaws. The Parent Circle will:

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

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

Parent Committees (Consisting of parent volunteers)

- **Festivals**
The Festival Committee creates a festival life for the school. Working closely with the faculty, it coordinates the Harvest Festival, the Winter Festival, and the May Day/Spring Festival, and Open House creating meaningful celebrations for children and parents alike.

- **Gala Dinner and Silent Auction**
The Gala Dinner and Silent Auction Committee helps the school meet its annual fundraising goals through planning and hosting the annual Gala Dinner and Silent Auction fundraiser.
- **Class Parents**
At GVCS, each class has one or two Class Parents who are central to the parent support base for the classroom. Typically, Class Parents assist with communication between teacher and parents, using the e-mail and phone trees; help organize field trips and drivers; help schedule parent-teacher conferences; and coordinate parent volunteers for festivals, fundraising, class plays, and other class activities as needed.
- **Hospitality**
The Hospitality Committee ensures a welcoming environment at GVCS. They provide healthy meals and snacks for meetings and events throughout the year. They also may host overnight visitors to our school.
- **Parent Handbook**
The Parent Handbook Committee, working closely with administration, creates and distributes an annual Parent Handbook to keep parents informed about school activities, policies, and the important interrelationship between school life and home life in supporting children's learning.
- **Library**
The Library Committee organizes and maintains the student library, the parent education library, and the faculty reference library. The Library Committee selects and purchases library materials, based on faculty, student, and administrative recommendations.
- **Gardening/Campus Beautification**
The Gardening/Campus Beautification Committee creates and maintains the school garden, (as approved by SJUSD facilities personnel using an SJUSD school site), with gardening opportunities available for teachers and students to utilize as part of the school curriculum. Gardening creates beauty and a connection to the earth and the life-cycle of the plant world, as well as giving students the experience of growing and eating the food they produce.

Administrative Committees (Consisting of faculty, principal, and parent or board member volunteers)

- **Budget**
The Budget Committee, led by the Business Manager, is responsible for the preparation and ongoing management of the School's annual operating budget and related fiscal matters. The Budget Committee typically consists of the Principal, the Business Manager, a faculty member, and the Board treasurer and/or chairperson. When needed, the Budget Committee serves as an advisory group to the Principal and Board on fiscal matters.
- **Hiring**
The Hiring Committee, led by the Principal, is activated as needed. Its job is to screen resumes, schedule and conduct interviews, and make hiring recommendations to the Faculty

and Board. The Hiring Committee for full-time teachers typically consists of the Principal, three faculty members, and two parents at large, who submit a letter describing their qualifications and interest, and are appointed by the Principal. The Hiring Committees for Subject Specialists and administrative staff may consist of the Principal assisted by a designated class teacher or staff member.

- **Leadership**

The purpose of the Leadership Committee is to consider and make recommendations in the following areas: addressing community concerns, looking ahead and troubleshooting potential challenges, facilitating discussion when more than one community group is impacted by an issue. The Leadership committee does not make decisions but may make recommendations to any of the following groups: Board of Trustees, Budget Committee, Teachers, Administrative Staff, Parent Circle, and GVEF. The Leadership Committee shall be established by the Principal, who shall act as the Committee Chair. The Committee shall meet at least once per month. The members of the Leadership Committee are to include, but not limited to the following: Principal, Business Manager, Board Chair, GVEF Chair, Faculty Chair, Parent Circle Chair. The Committee Chair may appoint other members at his/her discretion.

- **Marketing/Public Relations**

The MPR Committee organizes participation in community events and activities, oversees the website and coordinates distribution of school brochures, and recommends advertising media, helping to educate the school and outer community about Golden Valley and Waldorf-methods public schools.

Additional Parent Involvement

To encourage additional parent involvement, GVCS shall also do the following:

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

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

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

**INSERT GVCS ORGANIZATIONAL CHART HERE!
(GRAPHIC—LEGAL SIZED)**

**CHARTER REQUIRED ELEMENT #5
EMPLOYEE QUALIFICATIONS**

HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the School. – California Education Code Section 47605(b)(5)(E)

Overview

GVCS is committed to hiring and retaining staff who support the school's educational philosophy and vision. In addition, staff should display a passion for lifelong learning, strive for excellence in their chosen field, and be flexible and innovative. The Board of Trustees shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

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

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

All employees must furnish or be able to provide:

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

Faculty

Qualifications

GVCS retains and employs faculty who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing.

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

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

The most important qualifications for GVCS teachers are:

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

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

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

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

The lead class teachers for grades 1-8 may be supplemented by additional staff to lead specialty classes and activities on a limited basis. These instructional staff members, or subject specialists, are not bound by credential requirements, as they do not teach the core curriculum and do not teach college preparatory courses. As such, they will be considered instructional support staff teaching under the supervision of the credentialed, lead class teacher. Specialists/instructional support staff will demonstrate appropriate subject matter expertise and the capacity to work successfully in the classroom environment. Our subject specialists may teach a variety of subjects, including, but not limited to, foreign languages, music, handwork, woodworking, games, gardening, orchestra or strings, and eurythmy. The subject specialists' student assessments are included in the students' end-of-year reports provided by the lead class teacher.

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

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

Teacher Support and Professional Development

GVCS recognizes that teachers provide the heart of our School program, helping students at Golden Valley achieve their potential academically, socially/emotionally, and in terms of physical ability (fine and gross motor skills). Teacher success is the basis for successful student learning. GVCS intends to support our teachers through increasingly competitive compensation packages, generous preparation time, opportunities for peer connection and support, and a strong mentoring and professional development program. Specific areas of teacher support are listed

below; these may be expanded or modified based on teacher and administrative feedback regarding their effectiveness.

GVCS's Professional Development Program includes:

- ✓ On-site teacher mentoring by one or more Waldorf curriculum specialists.
- ✓ Meaningful pre-service and in-service training by specialists regarding such topics as Special Education, State standards, and teaching the Waldorf curriculum. Topics are selected in part based on teacher input.
- ✓ Participation in Beginning Teacher Support and Assessment (BTSA) induction program approved by the California commission of Teacher Credentialing, as appropriate.
- ✓ Weekly pedagogical meetings with opportunities for teachers to share successful teaching strategies, along with classroom successes and challenges.
- ✓ Attendance at the annual Waldorf Public Educators conference.
- ✓ Attendance at annual one-week summer courses teaching grade-specific Waldorf curriculum, such as "The Art of Teaching First Grade."
- ✓ Each teacher will develop a professional development plan which will include a plan for earning a Waldorf Teaching Certificate.

GVCS also provides:

- ✓ Minimum days every Thursday to provide teachers time to attend weekly faculty meetings during the school day, rather than in the late afternoon or evening.
- ✓ A generous schedule for teachers providing seven to eight Teacher Preparation Periods per week.
- ✓ Monthly faculty and staff appreciation lunches hosted by GVCS parents.
- ✓ A Waldorf Kindergarten Specialist who supports the credentialed kindergarten teacher in each of our kindergartens. This allows for an adult: student ratio of 10:1.
- ✓ Part-time, credentialed co-teachers who support our full-time class teachers in first, second, and third grades during the academic core portion (four hours) of the school day. This allows for a teacher: student ratio of 15:1.
- ✓ Opportunities for teachers to have meaningful involvement in curriculum decisions and School governance.

GVCS's future plans to support teachers include:

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

School Principal

Golden Valley Charter School will retain or employ a Principal who holds appropriate credentials and/or degrees, and/or has demonstrated abilities in administering a school or related management/administration experience. The Principal is responsible for the management of the school as well as managing the office environment. The Principal will be evaluated annually. The evaluation process spans the academic year starting with goals and objectives established at the start of the school year and culminating with a written evaluation prepared and delivered in the Spring. Input for the evaluations will be obtained from faculty; selected parents, including the leadership of the Parent Circle and Golden Valley Educational Foundation and the Board of Trustees.

Curriculum Specialist

Golden Valley Charter School will retain or employ at least one Waldorf Curriculum Specialist who holds a B.A. or B.S. and has extensive Waldorf teaching experience. This specialist serves as a mentor to class teachers and an advisor to the School Principal and Board regarding Waldorf curriculum. Other qualifications considered for this position include a State Teaching Credential, Waldorf Teaching Certificate, public Waldorf teaching experience, and Waldorf mentoring experience.

Business Manager

Golden Valley Charter School will retain or employ a Business Manager who is responsible for tracking school finances and assisting the Principal with school operations. The Business Manager should demonstrate an understanding of finance and budgeting, have a high level of organizational skills, be detail oriented, have experience working in a business management capacity, and/or possess a business degree. Experience with school finance is desired.

Classified Staff

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

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

COMPENSATION AND BENEFITS

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

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

**CHARTER REQUIRED ELEMENT #6
HEALTH AND SAFETY PROCEDURES**

HEALTH AND SAFETY

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

In order to provide safety for all students and staff, GVCS has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with the School’s insurance carriers and risk management experts.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the school shall monitor compliance with this policy and report to the Charter School Board of Trustees on a quarterly basis. The Board Chairman shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and must receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

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

TB Testing

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

Immunizations

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

Medication in School

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

Vision, Hearing/Scoliosis

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

Emergency Preparedness

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

Bloodborne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and Procedures

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

**CHARTER REQUIRED ELEMENT #7
MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE**

NON-DISCRIMINATION

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605 (b)(5)(G)

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

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

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

Subgroup Information

During the 2007-08 school year Golden Valley Charter School served the following subgroups:

- African American (not of Hispanic origin): 12
- Asian: 10
- Hispanic or Latino: 20
- White (not of Hispanic origin): 198
- *Socioeconomically Disadvantaged*: 49
- *English Learners*: 1

Total Enrollment: 240

CHARTER REQUIRED ELEMENT #8
ADMISSION REQUIREMENTS

STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

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

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

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

Kindergarten (1 year)	5 by May 15
Kindergarten (2 year)	5 by December 2
First Grade—	Based primarily on developmental readiness of child, secondarily on child's turning 6 years old by May 15 during the spring before First Grade.

Second Grade	7 by May 15
Third Grade	8 by May 15
Fourth Grade	9 by May 15
Fifth Grade	10 by May 15
Sixth Grade	11 by May 15
Seventh Grade	12 by May 15
Eighth Grade	13 by May 15

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

- Parent/guardian attendance at a school orientation or Parent Information Meeting
- Completion of a student application form
- Completion of a student enrollment packet, including, but not limited to:
 - ❖ Enrollment form
 - ❖ Parent signature of School Contract
 - ❖ Proof of Immunization
 - ❖ Home Language Survey
 - ❖ Completion of Emergency Medical Information Form
 - ❖ Proof of minimum age requirements, e.g. birth certificate

Open Enrollment Period

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

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority. The application of preferences will be further defined by Board policy.

1. Students enrolled in the current Golden Valley Charter School of Sacramento
2. Siblings of students currently enrolled who are SJUSD residents.
3. Siblings of students currently enrolled who are out-of-district residents.
4. Students residing in SJUSD who are transferring from other schools inspired by Waldorf education and independent Waldorf schools and preschools (AKA “playgroups”), to give these students the benefit of curricular continuity.
5. Students, not in the above categories, who are residents of the San Juan Unified School District.

6. Students residing out-of-district who are transferring from other schools inspired by Waldorf education and preschools (AKA “playgroups”), to give these students the benefit of curricular continuity.
7. Student who are children and grandchildren of full-time GVCS employees
8. All other applicants not listed in the above categories.

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

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

Outside the Enrollment Period

Applications for classes that are full will be accepted and placed in a “pool” until there is an opening in the class. At this time a lottery will be held.

If an opening does not occur before the next Open Enrollment Period, an application will not be carried over to the following year.

Misrepresentation of Admission and Enrollment Information

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

Student Records

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

**CHARTER REQUIRED ELEMENT #9
ANNUAL AUDIT**

REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

As previously stated in the Executive Summary, the School has created budget projections, showing the financial viability of GVCS, including a three year-budget projection, a three year-cash flow projection, and a list of revenue and spending assumptions used in the projections. GVCS ended the 07-08 fiscal year with an account surplus of \$164,729 (unaudited). We also received a \$250,000 revolving loan that has been placed in a money market fund earning 3.3% interest. Our projections show an increasing account surplus during the three year projection period resulting from increased enrollment from our current 264 students to 318 students by 2011. Our year-over-year projected enrollment increase is the result of double tracking 1st through 3rd grades and filling up existing classes that are currently under-enrolled.

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and will provide additional fiscal reports as requested by the District:

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

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

All financial reports will follow the SACS and CSAM format.

INSURANCE

GVCS shall acquire and finance general liability, workers compensation, and other necessary insurance as defined in the Memorandum of Understanding (MOU) with SJUSD. The District Board of Education shall be named as an additional insured on all policies of GVCS. GVCS has this coverage with the Joint Powers Authority through the California Charter Schools Association.

At the beginning of each school year, the Charter School shall provide evidence of the above insurance coverage to SJUSD.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. - Education Code Section 47605(g)

The Principal will assume the lead responsibility for administering the School under the policies adopted by the School's Board of Trustees. Business services such as budgetary oversight, payroll and withholdings, accounts payable, and accounts receivable are contracted with Edtec, Inc. for the 08-09 school year. For attendance reporting, GVCS has contracted with Pearson who owns the Powerschool attendance system we use. The administration is responsible for establishing the annual school calendar;

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. -- Education Code Section 47605.6(b)(5)(D)

This charter authorizes the operation of the Golden Valley Charter School of Sacramento, a charter which shall operate at one site within the geographic boundaries of San Juan Unified School District, as authorized pursuant to Education Code Section 47605. SJUSD will provide the facilities for housing the Charter School. SJUSD has provided these facilities at the Palisades Campus in Orangevale, California beginning in 2007-08 and for the foreseeable future. For students residing within SJUSD who attend GVCS, in accordance with Proposition 39, the District will provide facilities, furniture, and equipment reasonably equivalent to those the District provides for its other kindergarten through eighth grade students, as well as for the teachers, resource/intervention program, aftercare program, and administration serving these students.

Our goal is to secure a long term lease for facilities at the Palisades campus from San Juan Unified School District to help in establishing continuous enrollment through the years. We are committed to beautifying the campus through a cooperative partnership with the District.

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. -- California Education Code Section 47605(b)(5)(I)

GVCS will facilitate an annual independent audit of the school's financial affairs. The Board or a Board-appointed Audit Committee will select and oversee an independent auditor who will be from the State Controller's approved list of LEA audit firms.

The audit will verify the accuracy of GVCS's financial statements, attendance and enrollment practices, and accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the Charter School and in accordance with the State Controller's K-12 audit guide as applicable to charter schools. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and the CDE by December 15th each year. GVCS's Principal, along with an audit committee or the budget committee, will review any audit exceptions or deficiencies and report to the GVCS Board with recommendations on how to resolve them. The GVCS Board will submit a report to the SJUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SJUSD.

IMPACT ON THE DISTRICT

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

Intent

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

Civil Liability

Pursuant to the Education Code Section 47604(c), SJUSD shall not be liable for the debts and obligations of GVCS, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by GVCS, as long as SJUSD has complied with all oversight responsibilities required by law. In addition, the Charter School shall secure commercially reasonably general liability, errors and omissions, and property insurance. Also, upon renewal of the GVCS charter, GVCS and SJUSD will enter into a memorandum of understanding (MOU) that will provide a mutual indemnification hold harmless agreement with SJUSD.

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

**CHARTER REQUIRED ELEMENT #10
PUPIL SUSPENSION AND EXPULSION**

SUSPENSION AND EXPULSION PROCEDURES

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

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

Purpose

The purpose of this policy is to outline the procedures used for suspension and/or expulsion of a student.

Definitions (as used in this policy)

- “Board” means governing body of the Charter School.
- “Expulsion” means disenrollment from the Charter School.
- “School day” means a day upon which the Charter School is in session or weekdays during the summer recess.
- “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils.
 - Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
 - “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
 - “School” means the Charter School.

Grounds for Suspension and Expulsion of Students

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

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

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures.

Informal Conference

- Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.
- The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

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

Authority to Expel

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

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.
- The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - ✓ The date and place of the expulsion hearing
 - ✓ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - ✓ A copy of the School's disciplinary rules which relate to the alleged violation
 - ✓ Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 - ✓ The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
 - ✓ The right to inspect and obtain copies of all documents to be used at the hearing
 - ✓ The opportunity to confront and question all witnesses who testify at the hearing
 - ✓ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses
- Record of Hearing
 - ✓ A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- Presentation of Evidence
 - ✓ While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
 - ✓ Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

- ✓ If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
- ✓ The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Trustees who will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing.
- **Written Notice to Expel**
 The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board of Trustees' findings of fact, to the student or parent/guardian. This notice shall include the following:
 - ✓ Notice of the specific offense committed by the student.
 - ✓ Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
 The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:
 - ✓ The student's name
 - ✓ The specific expellable offense committed by the student.
 - ✓ Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

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

Readmission

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

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

i. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

ii. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

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

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

iv. Due Process Appeals

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

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

v. Special Circumstances

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

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

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

**CHARTER REQUIRED ELEMENT #11
RETIREMENT SYSTEM**

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

Retirement

Employees at the Charter School shall participate in STRS, PERS and the federal social security system as applicable to the position. The School shall inform all applicants for positions within the School of the retirement system options for employees of the School.

Labor Relations

The Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act ("EERA"). The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

The provision of any collective bargaining agreement entered into by the District shall not be applicable to employees accepting employment at Charter School.

Salaries and Benefits

Salary and benefits shall be determined by the GVCS Board of Trustees.

Labor Procedures and Due Process

The Board shall adopt policies and procedures related to labor procedures which will be applied to employees and processes for ensuring due process, which shall become a part of the employee handbook provided each employee.

Employee Representation

Golden Valley Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

The GVCS Board of Trustees approves salaries, benefits, school calendar, work days, holidays and other working conditions.

Employees will receive due process under California employment law.

Teacher Credential Monitoring

Teacher credentials will be monitored both through the Sacramento County Office of Education and internally. The GVCS office will provide a 6 month and 30 day notice of expiration to teachers. Temporary County Certificates will be issued for those individuals who have met all credential requirements, but are waiting for renewals or new permits.

Staff Recruitment

Staff is recruited through advertisements on EdJoin.org and through other advertising means.

CHARTER REQUIRED ELEMENT #12
ATTENDANCE ALTERNATIVES

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

**CHARTER REQUIRED ELEMENT #13
EMPLOYEE RIGHTS TO RETURN**

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

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

Employees will contract with the school on a year to year basis using “fixed term” or "at will" contracts.

The Charter School will be responsible for payment of social security and applicable taxes for Charter School employees as required under law.

Rights will be communicated to employees, through an Employee Handbook.

**CHARTER REQUIRED ELEMENT #14
DISPUTE RESOLUTION**

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter. -- California Education Code Section 47605(b)(5)(N)

Disputes Between the District and the School

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

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

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Principal of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Principal, will have the option to meet to jointly identify a neutral third party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the District and the Charter School. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process. All timelines in this section can be revised if mutually agreed upon by the District and the Charter School.

Internal Disputes

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

**CHARTER REQUIRED ELEMENT #15
LABOR RELATIONS**

EMPLOYEE REPRESENTATION

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

GVCS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (“EERA”). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

CHARTER REQUIRED ELEMENT #16
SCHOOL CLOSURE

CLOSURE PROTOCOL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MORE TESTIMONIALS

Why do I send my child to Golden Valley?

“My children attend Golden Valley Charter School, because I believe in choice. Charter schools offer choice. I have a voice in what kind of education is delivered to my children, and by whom that education is delivered. Golden Valley instills the values of communication, respect, enthusiasm, fun, and community and at the same time continually strives to meet each child’s needs. Because I chose Golden Valley Charter School my family has blossomed!”

~Carol Evans, parent of a 7th Grader and GV Graduate

“As a child, I loved many things about school, but I never felt I belonged. Golden Valley—because the students and teacher travel together from 1st-8th grades—provides a family outside of the home where each child is a valued member. My son “belongs” and has made lifetime friends here. He has learned about history by studying the biographies of famous people rather than memorizing dates and numbers with no context. He has studied ancient cultures by singing their songs, creating representations of their art and architecture, and honoring traditions such as gardening and exploration. I have watched him and his classmates become curious, inventive, strong, and capable lifelong learners as they move up through the grades. Our students actually like to come to school, and I believe that this is the essence of the best kind of education. “

~Holly Holt, parent of a 7th Grader who has attended since Kindergarten

“I cannot say enough about the education my children are receiving at Golden Valley. They count the days towards the end of summer, joyfully anticipating their return to school and are truly sad on days that they are too sick to go in. Aside from receiving a firm foundation of the basics, reading, math, science etc..., they are both adept artists. They paint, sing and play instruments beautifully. They can knit, crochet, garden, cook, and build. They are confident well adjusted children with a true love of learning and a connection to the world around them.

At Golden Valley we not only have a safe and nurturing place to send our children, we have a community that supports the growth and wellbeing of all of its members. In the focus on community, I have found something similar to the small town of my upbringing. We do things like organizing dinners to be delivered to families who are celebrating births or experiencing crisis. Family’s gather around the year the commune and celebrate at festivals, ice cream socials, parent enrichment evenings and park days. I feel like I have true relationships with most of the parents in both of my son’s classes, like we are part of a village consciously walking together through the journey of parenthood. I am filled with gratitude and wonder to have found such a place.”

~Julee Caro, parent of a GVCS student

Why do I work at GVCS?

“Having worked at Golden Valley Charter School for almost four years, I find the community today to be as vibrant as ever. The best part of my job is when I walk down the corridors serenaded by the melodic flute playing or lovely voices of the children in song! Working with individuals who are all working toward a common goal is so liberating. There are so many differences among us, just as in any community, but we function as a village raising our children. We hold many values to heart, and still receive new ideas with a sense of openness. I describe Golden Valley to others in the following way: “It’s the largest group of ‘progressive traditionalists’ I’ve ever met!”

~Janice Oliver-Iraci, Human Resources