

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
August 3, 2020- 4:30 PM - via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://us02web.zoom.us/j/86746617754?pwd=Qm1xeXUySi9NaEQwalf1OE5YcUsxZz09>. You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID 867 4661 7754**

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - a. **PUBLIC PARTICIPATION**
- c. **APPROVAL OF AGENDA AND ORDER OF AGENDA**
- d. **CONSENT AGENDA**

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of June 29, 2020

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

e. ACTION ITEMS

- a. Approval of Modesto revised budget
- b. Approval of Salida revised budget
- c. Approval of Resolution #2020.058- 2020/2021 School Reopening Resolution
- d. Approval of additional Board Meeting
- e. Approval of Reappointment for 3 year term ending 6/30/23 for Vince Jamison
- f. Approval of Reappointment for 3 year term ending 6/30/23 for Yolanda Meraz

f. INFORMATION AND DISCUSSION

- a. Financials

g. FUTURE AGENDA ITEMS

- a. FUTURE REGULAR BOARD MEETINGS – September 9, 2020 4:30 pm ~via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

**GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 29, 2020 via Zoom**

MINUTES

Members Present: Chad Wolf, Vince Jamison, Yolanda Meraz, Susan Nisan

Members Absent: Steve Payne, Twila Tosh

Great Valley Academy Staff Present: Leah Silvestre, Marisa Meeks, Dr. Rosenow, Kelli Rupe

Audience Present: Jeremy Coe

Call to Order: Ms. Silvestre called the meeting to order at 4:09 pm

Communications: **COMMUNICATIONS**

Written Communications: None

Public Participation: None

Chief Operating Officer's Report: Written report submitted

Chief Executive Officer's Report: Written report submitted

Founder's Report: Written report submitted

***Approval of Agenda/
Order of Agenda:*** The motion was made by Mrs. Nisan, seconded by Mrs. Meraz, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

MINUTES

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Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the consent agenda items. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Meraz, seconded by Mr. Jamison approving the Nigro & Nigro Agreement- Modesto Campus. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

b. The motion was made by Mr. Wolf, seconded by Mr. Jamison approving the Nigro & Nigro Agreement – Salida Campus. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

c. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving the Tax Preparation Services contract. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

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d. The motion was made by Mrs. Nisan, seconded by Mrs. Meraz approving the Modesto Operations Written Report. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

e. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving the Salida Operations Written Report. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

f. The motion was made by Mr. Wolf, seconded by Mr. Jamison approving the Salida Loan forgiveness. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

g. The motion was made by Mrs. Nisan, seconded by Mr. Wolf approving the 2020/2021 Board Meeting Calendar. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

h. The motion was made by Mrs. Nisan, seconded by Mr. Wolf approving the 2020/2021 Modesto Budget pending change of variance line. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

6.29.2020

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i. The motion was made by Mr. Wolf, seconded by Mr. Jamison approving the 2020/2021 Salida Budget pending change of variance line. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

j. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving Policy #2020.054- Distance Learning Policy. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

k. The motion was made by Mrs. Meraz, seconded by Mr. Wolf approving Policy #2020.055- Meal Charge Policy. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

l. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving Policy #2020.056- Telework Policy. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

m. The motion was made by Mrs. Meraz, seconded Mr. Jamison approving Policy #2020.057 – Education of Foster and Mobile Youth Policy. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

MINUTES

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n. This item moved to August 3, 2020 agenda

o. This item moved to August 3, 2020 agenda

p. The motion was made by Mrs. Meraz, seconded by Mr. Wolf approving a 1 year term extension of Steve Payne. A roll call vote was taken.

AYES: Wolf, Jamison, Meraz, Nisan

NOES: None

ABSENT: Payne, Tosh

ABSTENTIONS: None

Information and Discussion:

Modesto and Salida Teacher Surveys

A PowerPoint presentation was made for each campus showing results.

Overview of 2020/2021 school re-opening (@6/29/2020)

GVA Employee Survey Re: Reopening results were presented

Monthly Financials

Budgets and cash flow are good for both campuses.

Future Agenda Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – August 3, 2020 4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 5:49 pm

Modesto
Budget Comparison
2020-2021 Approved Budget (June 2020)
2020-2021 Proposed Revised Budget (August 2020)

	2020-2021 Approved Operating Budget Jun-20	2020-2021 Proposed Revised Operating Budget Aug-20	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	7,547,408	8,011,807	464,399	6.2%
8100 · Federal Revenue	254,866	609,128	354,262	139.0%
8500 · Other State Revenues	207,634	302,029	94,395	45.5%
8600 · Other Local Revenue	417,200	335,200	-82,000	-19.7%
8700 · SpEd Apportionment	455,807	435,360	-20,447	-4.5%
Total Income	8,882,916	9,693,524	810,608	9.1%
Gross Profit	8,882,916	9,693,524	810,608	9.1%
Expense				
1000 · Certificated Salaries	3,207,723	3,304,392	96,669	3.0%
2000 · Classified Salaries	1,850,164	1,923,739	73,574	4.0%
3000 · Employee Benefits	1,521,712	1,566,616	44,904	3.0%
4000 · Books & Supplies	646,199	851,891	205,692	31.8%
5000 · Services & Other Operating Exp	1,228,552	1,587,357	358,805	29.2%
6000 · Capital Outlay	35,000	35,000	0	0.0%
7000 · All Other Financing Uses	325,188	325,188	0	0.0%
Total Expense	8,814,539	9,594,182	779,644	8.8%
Net Ordinary Income	68,377	99,341	30,964	45.3%
	0.77%	1.02%		

Great Valley Academy-Modesto Campus
Budget Comparison-Narrative
Aug-20

Revenue

8000 - Revenue figures updated with most recent LCFF 21.2 calculations
8100 - Increase of Federal Revenue per SELPA and Food Program increases plus Learning Loss Mitigation
8500 - No Food Service Grant & No one time funding anticipated for 20/21 - Added Learning Loss Mitigation
8600 - Reduced revenue to fundraisers, Kids' Care fees and uniform sales
8700 - Anticipated decrease to SpEd Apportionment

Net increase in revenue \$810K (9.1%)

Expenses

Salaries and benefit expenses include:

54 (51FT/3PT) teachers, 18 (17FT/1PT) aides, 23 (19FT/4PT) classified staff, 5 GVS (shared between campuses), 3 Admin
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS decrease & includes a 7% increase in health benefits
Salaries and benefits represent 74.8% of total expenses

Books and Supplies expenses include:

reduced line item expenses for budgetary constraints
curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
learning loss mitigation expenses

Services and other expense estimates include:

reduced professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts/nursing
authorizer oversight fees
learning loss mitigation expenses

Capital Outlay

Reduced for budgetary constraints
\$35K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income/increase in fund reserve

Othr Tuition, Exc csts, Deficit

20/21 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$99,341 1.02% of expenses

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,169,246.13	4,613,741.23	4,366,581.50	4,768,511.67	4,745,626.21	4,629,385.86	4,570,356.73	4,570,770.67	4,245,089.56	3,898,708.71	3,421,298.92	2,901,140.80		
LCFF Revenue	8011	274,300.95	274,300.95	493,741.71	493,741.71	493,741.71	493,741.71	493,741.71	274,300.95	164,580.57	164,580.57	164,580.57	0.00	1,700,665.89	5,486,019.00
EPA Funding	8012		0.00	42,266.00			42,266.00			44,054.00			0.00	608,313.00	736,899.00
In-Lieu of Taxes Charter Funding	8096	98,939.94	197,879.88	131,919.92	131,919.92	131,919.92	131,919.92	131,919.92	131,919.92	186,886.55	93,443.28	93,443.28	93,443.28	93,443.28	1,648,999.00
Selpa Prop Tax	8097							72,491.00						67,399.00	139,890.00
Federal IDEA	8100-8299												0.00	139,866.00	139,866.00
Federal Food	8220	0.00	0.00	0.00	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	18,181.82	100,000.00
LLMF Federal CR sec 110				369,262.00										0.00	369,262.00
State Food Revenue	8520	0.00	0.00	0.00	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	1,050.91	5,780.00
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,945.21							0.00	14,945.21
LLMF St GEER & GF Funds sec 110	8590			104,904.00										0.00	104,904.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Uniform Sales	8638				5,000.00				10,000.00				5,000.00	0.00	20,000.00
Other Local (Kids Care)	8689	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	0.00	207,200.00
Other Local (Fundraiser +)	8600-8699	0.00	0.00	0.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	0.00	108,000.00
Selpa	8792	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	0.00	0.00	0.00	108,839.98	435,359.90
TOTAL REVENUES		426,787.55	525,727.49	1,195,640.29	705,824.65	700,824.65	758,035.86	817,478.94	491,383.89	470,684.15	339,655.21	296,906.88	180,761.38	2,783,812.75	9,693,523.68
EXPENDITURES															
Certificated Salaries	1000-1999	33,043.92	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	397,963.73	0.00	3,304,392.01
Classified Salaries	2000-2999	57,712.16	137,409.92	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	154,648.61	0.00	1,923,738.81
Employee Benefits	3000-3999	46,998.48	130,551.33	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	183,976.94	0.00	1,566,615.90
Books & Supplies	4000-4999	47,327.30	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	94,654.60	0.00	851,891.40
Services & Other Operating Expenses	5000-5999	79,367.83	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	185,191.60	0.00	1,587,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	130,798.49	0.00	325,187.85
TOTAL EXPENDITURES		282,121.45	776,242.10	817,065.00	832,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	1,167,233.98	0.00	9,594,182.50
NET INCREASE/DECREASE		144,666.10	(250,514.61)	378,575.29	(126,240.35)	(116,240.35)	(59,029.14)	413.94	(325,681.11)	(346,380.85)	(477,409.79)	(520,158.12)	(986,472.60)	2,783,812.75	99,341.18
Accruals Received		919,829.00	103,354.88	103,354.88	103,354.88	0.00									1,229,893.64
Liabilities		(620,000.00)	(100,000.00)	(80,000.00)											
Line of Credit (1,000,000)															0.00
Loan From Salida (to Salida)															0.00
ENDING CASH BALANCE		3,339,795.95	3,092,636.22	3,494,566.39	3,471,680.93	3,355,440.58	3,296,411.45	3,296,825.39	2,971,144.28	2,624,763.43	2,147,353.64	1,627,195.52	640,722.92		
Additional Cash Investments		1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28	1,273,945.28		
TOTAL CASH BALANCE		4,613,741.23	4,366,581.50	4,768,511.67	4,745,626.21	4,629,385.86	4,570,356.73	4,570,770.67	4,245,089.56	3,898,708.71	3,421,298.92	2,901,140.80	1,914,668.20		

Salida
Budget Comparison
2020-2021 Approved Budget (June 2020)
2020-2021 Proposed Revised Budget (August 2020)

	2020-2021 Approved Operating Budget Jun-20	2020-2021 Proposed Revised Operating Budget Aug-20	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	7,015,714	7,574,134	558,420	8.0%
8100 · Federal Revenue	181,179	481,525	300,346	165.8%
8500 · Other State Revenues	195,400	284,655	89,255	45.7%
8600 · Other Local Revenue	371,750	316,750	-55,000	-14.8%
8700 · SpEd Apportionment	357,452	357,452	0	0.0%
Total Income	8,121,496	9,014,516	893,021	11.0%
Gross Profit	8,121,496	9,014,516	893,021	11.0%
Expense				
1000 · Certificated Salaries	2,913,769	3,086,490	172,721	5.9%
2000 · Classified Salaries	1,597,609	1,654,337	56,728	3.6%
3000 · Employee Benefits	1,326,454	1,410,739	84,286	6.4%
4000 · Books & Supplies	501,191	698,377	197,186	39.3%
5000 · Services & Other Operating Exp	1,232,917	1,521,782	288,864	23.4%
6000 · Capital Outlay	30,000	105,000	75,000	250.0%
7000 · All Other Financing Uses	411,892	411,892	0	0.0%
Total Expense	8,013,832	8,888,616	874,785	10.9%
Net Ordinary Income	107,664	125,900	18,236	16.9%
	1.33%	1.40%		

Great Valley Academy-Salida Campus
Budget Comparison-Narrative
Aug-20

Revenue

8000 - Revenue figures updated with most recent LCFF 21.2 calculations
8100 - Increase of Federal Revenue per SELPA and Food Program increases plus Learning Loss Mitigation
8500 - No Food Service Grant & No one time funding anticipated for 20/21 - Added Learning Loss Mitigation
8600 - Reduced school fundraiser and Kids' Care revenue
8700 - Anticipated decrease to SpEd Apportionment

Net increase in revenue \$893K (11%)

Expenses

Salaries and benefit expenses include:

52 (44FT/8PT) teachers, 18 (17FT/1PT) aides, 23 (18FT/5PT) classified staff, 5 GVS (shared between campuses), 2 Admin
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS decrease & includes a 7% increase in health benefits
Salaries and benefits represent 69.2% of total expenses

Books and Supplies expenses include:

reduced line item expenses for budgetary constraints
curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
learning loss mitigation expenses

Services and other expense estimates include:

reduced professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts/nursing
authorizer oversight fees
learning loss mitigation expenses

Capital Outlay

Reduced for budgetary constraints
\$105K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income/increase in fund reserve

Othr Tuition, Exc csts, Deficit

20/21 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$125,900 1.40% of expenses

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,089,416.11	2,783,202.83	2,505,260.76	2,855,384.31	2,844,311.22	2,796,969.06	2,806,308.21	2,875,620.34	2,583,238.30	2,250,553.29	1,821,897.88	1,350,494.13		
LCFF Revenue	8011	306,299.85	306,299.85	551,339.73	551,339.73	551,339.73	551,339.73	551,339.73	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,899,059.07	6,125,997.00
EPA Funding	8012		0.00	42,266.00			42,266.00			44,054.00			0.00	41,602.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	68,693.34	137,386.68	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	129,754.09	64,877.04	64,877.04	64,877.04	64,877.04	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220				7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	14,545.45	80,000.00
LLMF Federal CR sec 110				300,346.00										0.00	300,346.00
State Food Revenue	8520				363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	727.27	4,000.00
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,415.30							(68.45)	14,346.85
LLMF St GEER & GF Funds sec 110	8590			96,971.00									0.00	0.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561												45,144.00	(3,447.94)	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year													0.00	0.00
Other Local (Kids Care)	8689	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	0.00	201,750.00
Other Local (Fundraiser +)	8600-8699	1,150.00	1,150.00	5,750.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	3,450.00	115,000.00
Selpa	8792	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	0.00	0.00	0.00	89,363.08	357,452.30
TOTAL REVENUES		422,743.38	491,436.72	1,134,864.04	708,667.41	708,667.41	765,348.71	825,321.70	463,627.53	423,324.55	327,354.15	284,605.82	145,969.91	2,312,584.91	9,014,516.21
EXPENDITURES															
Certificated Salaries	1000-1999	30,864.90	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	348,177.68	0.00	3,086,489.51
Classified Salaries	2000-2999	57,901.80	132,346.97	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	134,710.31	0.00	1,654,337.18
Employee Benefits	3000-3999	42,322.18	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	141,687.31	0.00	1,410,739.43
Books & Supplies	4000-4999	38,798.71	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	77,597.42	0.00	698,376.80
Services & Other Operating Expenses	5000-5999	76,089.08	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	177,541.20	0.00	1,521,781.69
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00	75,000.00	105,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	83,321.76	0.00	411,891.65
TOTAL EXPENDITURES		275,846.66	740,647.86	756,009.56	771,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	978,035.68	75,000.00	8,888,616.26
NET INCREASE/DECREASE		146,896.72	(249,211.14)	378,854.48	(62,342.16)	(47,342.16)	9,339.14	69,312.13	(292,382.04)	(332,685.01)	(428,655.42)	(471,403.75)	(832,065.77)	2,237,584.91	125,899.95
Accruals Received		696,890.00	51,269.07	51,269.07	51,269.07	0.00									850,697.21
Liabilities Accrued (Paid)		(150,000.00)	(80,000.00)	(80,000.00)											0.00
Note Payable for Curriculum From Modesto (to Modesto)															0.00
Mortgage & Const Loan (Paid)															0.00
Const costs from loan to BS															0.00
ENDING CASH BALANCE		2,783,202.83	2,505,260.76	2,855,384.31	2,844,311.22	2,796,969.06	2,806,308.21	2,875,620.34	2,583,238.30	2,250,553.29	1,821,897.88	1,350,494.13	518,428.36		

Feb-Jun deferrals to be rcvd July-Nov

**BEFORE THE BOARD OF EDUCATION OF THE
GREAT VALLEY ACADEMY SCHOOLS
RESOLUTION NO. 2020.058**

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from Coronavirus (COVID-19);

WHEREAS, on March 11, 2020, the World Health Organization declared COVID-19 to be a worldwide pandemic;

WHEREAS, on or about March 17, 2020, the Great Valley Academy Schools, in response to the COVID-19 crisis, closed its schools;

WHEREAS, article I, section 28, of the California Constitution declares that “[a]ll students and staff of public, primary, elementary, junior high, and senior high school . . . have the inalienable right to attend campuses which are safe, secure and peaceful”;

WHEREAS, pursuant to Education Code section 43503, a school district may offer distance learning model of instruction for the 2020-2021 school year on a districtwide or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer;

WHEREAS, on July 14, 2020, Dr. Julie Vaishampayan, the Public Health Officer of the Stanislaus County Health Services Agency, our local public health official, along with Stanislaus County Superintendent of Schools Scott Kuykendall, issued formal school reopening guidance to the public schools of Stanislaus County wherein they state that “[W]idespread community transmission has forced us to make the difficult decision to delay the return of our children to school classrooms” and Dr. Vaishampayan has made the determination that “[S]chools should open in August with a Distance Learning Model.”

WHEREAS, the Governing Board’s primary and overriding concern and duty is to protect the health of our over 1800 students and 250 staff;

WHEREAS, on July 17, 2020, Governor Gavin Newsome issued a directive implementing the California Department of Public Health (“CDPH”) updated guidance directive issued this same day which provides that schools and school districts may reopen for in-person instruction only if they are located in a county that has not been on a county COVID-19 monitoring list within the prior 14 days, and until that time schools in these counties are to remain physically closed and may only provide distance learning until the county has been off the monitoring list for at least 14 days;

WHEREAS, Stanislaus County is currently on this COVID-19 monitoring list ([see https://covid19.ca.gov/roadmap-counties/#track-data](https://covid19.ca.gov/roadmap-counties/#track-data)).

NOW, THEREFORE, BE IT RESOLVED that the Board directs the Superintendent or [his/her] designee to adopt a reopening plan for the 2020-2021 school year that provides for a 100% Distance Learning educational model; and,

NOW, THEREFORE, BE IT FURTHER RESOLVED that the District administration is directed to present to the Board a plan for the District to provide in-person instruction to our pupils when it is permitted and safe to do so.

APPROVED, PASSED AND ADOPTED by the Board of Education of the Great Valley Academy Schools by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

The below-signed attests that she was present at the meeting of the Board of Trustees on August 3, 2020, and that a majority of the members approved this Resolution.

BY: _____

DATED: _____

PRINT NAME: _____

Steve Payne
President, Board of Trustees
Great Valley Academy Schools



ITEM d

Approval of additional Board Meeting

September 8, 2020, 4:30 pm ~via Zoom



ITEM e.

Approval of Reappointment for 3 year term ending
6/30/23 for Vince Jamison

ITEM f.

Approval of Reappointment for 3 year term ending
6/30/23 for Yolanda Meraz

Great Valley Academy Modesto
Jun 2020

	A Actual YTD Jul 19-Jun 20	B Revised Budget YTD Jul 19-Jun 20	C Actual Estimated Balance of year Accruals	D Original Annual Operating Budget	E Revised Annual Operating Budget	F Estimated Annual Spending A + C
Ordinary Income/Expense						
Income						
8000 • Revenue Limit Sources	7,072,200	8,032,648	995,664	8,286,340	8,032,648	8,067,864
8100 • Federal Revenue	252,591	235,342	149,630	235,342	235,342	402,221
8300 • Other State Revenues	218,063	215,681	50,909	202,980	215,681	268,972
8600 • Other Local Revenue	506,342	526,500	0	356,500	526,500	506,342
8700 • Selpa	340,718	394,467	38,355	394,465	394,467	379,073
Total Income	8,389,914	9,404,638	1,234,558	9,475,627	9,404,638	9,624,472
Gross Profit	8,389,914	9,404,638	1,234,558	9,475,627	9,404,638	9,624,472
Expense						
1000 • Certificated Salaries	3,113,106	3,174,524	0	3,213,032	3,174,524	3,113,106
2000 • Classified Salaries	1,886,967	1,925,909	33,000	1,975,595	1,925,909	1,919,967
3000 • Employee Benefits	1,429,079	1,507,367	2,793	1,555,749	1,507,367	1,431,871
4000 • Books & Supplies	864,193	770,725	187,000	747,825	770,725	1,051,193
5000 • Services & Other Operating Exp	1,077,343	1,361,015	253,672	1,402,051	1,361,015	1,331,015
6000 • Capital Outlay	79,591	122,500	0	115,800	122,500	79,591
7430 • All Other Financing Uses	195,429	322,123	140,000	322,123	322,123	335,429
Total Expense	8,645,709	9,184,163	616,464	9,332,175	9,184,163	9,262,173
Net Ordinary Income	-255,794	220,475	618,094	143,452	220,475	362,299

2019-2020
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,373,410.76	4,049,067.77	3,984,495.00	4,353,429.37	4,457,421.82	4,414,172.60	4,772,682.96	P1 4,864,971.96	4,775,467.11	5,046,068.35	5,224,747.54	5,246,683.19		
LCFF Revenue	8011	241,470.00	241,470.00	434,646.00	434,646.00	434,646.00	434,646.00	434,646.00	419,592.00	419,592.00	419,592.00	419,592.00	0.00	419,591.00	4,754,129.00
EPA Funding	8012	0.00	0.00	358,594.00		358,593.00		358,593.00		375,463.00			0.00	369,712.00	1,462,362.00
In-Lieu of Taxes Charter Funding	8096	0.00	94,816.00	189,631.00	126,421.00	126,421.00	126,421.00	126,421.00	126,421.00	0.00	391,575.00	130,525.00	130,525.00	130,526.00	1,699,703.00
Selpa Prop Tax	8097							75,835.00						75,835.00	151,670.00
Federal IDEA	8181												67,671.00	67,671.00	135,342.00
Federal Food	8220	0.00	0.00	0.00		12,195.52	18,583.67	35,341.42	0.00	14,850.87	17,433.08	0.00	86,515.92	81,958.80	266,879.28
State Food Revenue	8520	0.00	0.00	0.00		1,025.19	15,072.14	3,003.93	0.00	1,259.42	2,976.54		7,388.54	6,060.68	36,786.44
Educator Effectiveness	8550													2,700.00	2,700.00
Mandated Cost Reimb	8550							14,910.00						0.00	14,910.00
One Time Funds	8590										14,231.00			0.00	14,231.00
Lottery	8560							46,220.90			44,740.01		23,651.36	20,127.18	134,739.45
Lottery, prop 20	8561												20,858.78	26,696.32	47,555.10
Other	8590		45.00							2,514.00			1,350.00	0.00	3,909.00
Prior Year Payments	prior year		(1,189.00)	7,319.17	12,674.66			2,719.50	(4,675.00)	8,482.00	(4,675.00)	(4,675.00)	2,834.83	(4,675.00)	14,141.16
Uniform Sales	8638	12,705.00	28,453.00	7,243.00	8.00	3,763.05	2,634.00	828.00	886.00	758.00	296.00	26.00	1,062.00	0.00	58,662.05
Other Local (Kids Care)	8689	23,291.47	24,135.48	23,147.57	26,784.13	26,327.98	22,124.18	27,379.05	24,134.69	18,935.64	4,537.24	3,416.66	1,916.20	0.00	226,130.29
Other Local (Fundraiser +)	8600-8699	5,653.39	4,745.82	53,950.90	45,654.40	63,089.45	7,523.52	9,500.49	5,749.48	9,678.81	12,024.99	696.21	3,282.00	0.00	221,549.46
Selpa	8792	17,028.00	17,028.00	30,650.00	30,650.00	30,650.00	30,650.00	30,650.00	38,353.00	38,353.00	38,353.00	38,353.00	0.00	38,355.00	379,073.00
TOTAL REVENUES		300,147.86	409,504.30	1,105,181.64	676,838.19	698,118.19	1,031,157.51	792,545.29	610,461.17	889,886.74	941,083.86	587,933.87	347,055.63	1,234,557.98	9,624,472.23
EXPENDITURES															
Certificated Salaries	1000-1999	37,024.41	269,774.38	266,000.70	267,612.93	271,291.57	260,701.52	256,050.09	275,294.94	279,849.79	273,676.20	272,343.85	383,485.71	0.00	3,113,106.09
Classified Salaries	2000-2999	70,232.16	152,514.38	161,865.61	167,925.40	168,766.49	161,124.43	162,185.53	169,213.00	160,512.72	170,937.16	169,874.52	171,815.91	33,000.10	1,919,967.41
Employee Benefits	3000-3999	39,535.15	118,256.70	119,738.86	131,962.02	117,969.95	123,545.57	134,557.27	130,630.59	138,279.08	123,686.98	122,793.94	128,122.71	2,792.62	1,431,871.44
Books & Supplies	4000-4999	30,336.53	92,538.11	66,258.35	74,476.25	72,297.02	94,204.73	53,670.03	48,202.05	42,350.12	63,135.81	41,014.51	185,709.50	187,000.00	1,051,193.01
Services & Other Operating Expenses	5000-5999	62,693.13	60,496.60	252,546.47	116,115.84	89,430.03	82,910.95	88,486.84	79,507.20	61,654.82	48,411.15	41,461.00	93,628.80	253,671.69	1,331,014.52
Capital Outlay	6000-6999	0.00	5,691.48	0.00	0.00	25,337.54	0.00	0.00	0.00	0.00	0.00	0.00	48,562.00	0.00	79,591.02
Other Outgo	7100-7499	17,671.76	1,040.09	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	140,000.00	335,429.45
TOTAL EXPENDITURES		257,493.14	700,311.74	884,081.75	775,764.20	762,764.36	740,158.96	712,621.52	720,519.54	700,318.29	697,519.06	665,159.58	1,028,996.39	616,464.41	9,262,172.94
NET INCREASE/DECREASE		42,654.72	(290,807.44)	221,099.89	(98,926.01)	(64,646.17)	290,998.55	79,923.77	(110,058.37)	189,568.45	243,564.80	(77,225.71)	(681,940.76)	618,093.57	362,299.29
Accruals Received		208,312.30	144,121.00	0.00	168,386.12										520,819.42
Liabilities		(575,310.01)	(97,886.33)	147,834.48	34,532.34	21,396.95	67,511.81	12,365.23	20,553.52	81,032.79	(64,885.61)	99,161.36	(58,185.45)		0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	(1,248,676)		180,000.00										68,675.92	1,000,000.00	0.00
ENDING CASH BALANCE		4,049,067.77	3,984,495.00	4,353,429.37	4,457,421.82	4,414,172.60	4,772,682.96	4,864,971.96	4,775,467.11	5,046,068.35	5,224,747.54	5,246,683.19	4,575,232.90		

Great Valley Academy Salida
Jun 2020

	A Actual YTD Jul 19-Jun 20	B Revised Budget YTD Jul 19-Jun 20	C Actual Estimated Balance of year Accruals	D Original Annual Operating Budget	E Revised Annual Operating Budget	F Estimated Annual Spending A + C
Ordinary Income/Expense						
Income						
8000 • Revenue Limit Sources	6,894,314	7,627,261	769,381	7,578,294	7,627,261	7,663,695
8100 • Federal Revenue	135,544	175,596	108,079	175,596	175,596	243,624
8300 • Other State Revenues	209,689	194,881	35,275	188,639	194,881	244,964
8600 • Other Local Revenue	340,367	375,000	0	345,000	375,000	340,367
8700 • SELPA	325,693	320,030	36,661	320,030	320,030	362,354
Total Income	7,905,607	8,692,768	949,397	8,607,559	8,692,768	8,855,004
Gross Profit	7,905,607	8,692,768	949,397	8,607,559	8,692,768	8,855,004
Expense						
1000 • Certificated Salaries	2,922,534	2,950,554	0	2,950,579	2,950,554	2,922,534
2000 • Classified Salaries	1,565,851	1,618,663	29,008	1,633,613	1,618,663	1,594,860
3000 • Employee Benefits	1,268,986	1,355,278	4,135	1,375,435	1,355,278	1,273,121
4000 • Books & Supplies	613,486	647,724	140,692	618,350	647,724	754,178
5000 • Services & Other Operating Exp	1,005,732	1,316,502	207,681	1,358,278	1,316,502	1,213,413
6000 • Capital Outlay	77,866	206,635	0	164,500	206,635	77,866
7430 • All Other Financing Uses	343,000	409,092	95,682	409,092	409,092	438,682
Total Expense	7,797,455	8,504,448	477,200	8,509,846	8,504,448	8,274,654
Net Ordinary Income	108,153	188,320	472,197	97,713	188,320	580,349

2019 -2020
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,688,561.94	2,866,441.23	2,503,193.05	2,461,385.39	2,593,211.67	2,616,446.92	2,703,912.49	2,865,940.51	2,893,110.12	2,871,417.06	3,328,027.72	3,346,226.31		
LCFF Revenue	8011	305,587.00	305,587.00	550,057.00	550,057.00	550,057.00	550,057.00	550,057.00	557,168.00	557,168.00	557,168.00	557,168.00	0.00	557,166.00	6,147,297.00
EPA Funding	8012		0.00	42,266.00			42,266.00			44,054.00			0.00	43,084.00	171,670.00
In-Lieu of Taxes Charter Funding	8096	0.00	64,127.00	128,255.00	85,503.00	85,503.00	85,503.00	85,503.00	85,503.00	0.00	289,925.00	96,642.00	96,642.00	96,640.00	1,199,746.00
Selpa Prop Tax	8097							72,491.00						72,491.00	144,982.00
Federal IDEA	8100-8299												0.00	105,596.00	105,596.00
Federal Food	8220	0.00	0.00	0.00		7,616.10	14,229.94	27,353.60	0.00	11,764.50	14,357.23		60,222.94	2,483.40	138,027.71
State Food Revenue	8520	0.00	0.00	0.00		612.72	14,651.84	2,275.07	0.00	983.13	2,697.32		5,116.17	(5,839.58)	20,496.67
Other St Revenue	8434												0.00	0.00	0.00
Mandated Cost Reimb	8550						14,252.00						0.00	0.00	14,252.00
One Time Funds	8590										15,221.00			0.00	15,221.00
Lottery	8560							44,163.29			42,748.33		22,598.48	18,397.90	127,908.00
Lottery, prop 20	8561										0.00		19,930.21	25,213.79	45,144.00
Other	8590		2,313.00							2,681.00			0.00	0.00	4,994.00
Prior Year Payments	prior year		2,768.00		8,319.66			13,474.60	(2,497.00)	(333.00)	(2,497.00)	(2,497.00)	2,707.18	(2,497.00)	16,948.44
Other Local (Kids Care)	8689	15,203.80	18,623.92	25,316.14	18,517.42	20,866.24	16,461.33	20,326.72	19,974.85	16,258.54	(44.10)	2,097.17	239.84	0.00	173,841.87
Other Local (Fundraiser +)	8600-8699	115.56	661.02	5,720.39	69,532.75	36,524.17	7,726.28	20,397.20	14,583.08	9,469.12	11,460.65	(9,886.02)	220.76	0.00	166,524.96
Selpa	8792	16,277.00	16,277.00	29,299.00	29,299.00	29,299.00	29,299.00	29,299.00	36,661.00	36,661.00	36,661.00	36,661.00	0.00	36,661.00	362,354.00
TOTAL REVENUES		337,183.36	410,356.94	780,913.53	761,228.83	730,478.23	774,446.39	865,340.48	711,392.93	678,706.29	967,697.43	680,185.15	207,677.58	949,396.51	8,855,003.65
EXPENDITURES															
Certificated Salaries	1000-1999	24,399.47	258,010.15	244,520.66	255,263.68	265,511.38	260,850.84	258,958.40	264,918.79	268,129.05	248,926.30	246,396.87	326,648.38	0.00	2,922,533.97
Classified Salaries	2000-2999	58,135.33	117,084.85	137,933.19	137,854.22	140,859.40	132,417.94	134,645.87	140,352.60	135,965.31	144,556.37	147,477.85	138,568.36	29,008.32	1,594,859.61
Employee Benefits	3000-3999	28,383.37	105,320.36	108,259.54	119,222.90	111,431.05	114,438.38	123,611.03	115,141.09	121,184.48	107,926.37	106,814.94	107,252.16	4,135.15	1,273,120.82
Books & Supplies	4000-4999	11,185.99	85,546.36	80,804.19	33,688.07	63,305.51	52,023.44	40,387.00	59,622.29	29,366.67	23,503.70	13,875.11	120,177.33	140,692.35	754,178.01
Services & Other Operating Expenses	5000-5999	40,258.00	26,805.28	215,491.46	100,021.61	96,265.65	83,880.23	81,532.88	94,691.63	74,681.16	64,549.09	50,202.16	77,352.86	207,681.32	1,213,413.33
Capital Outlay	6000-6999	0.00	5,691.48	7,688.00	0.00	0.00	0.00	27,635.00	0.00	0.00	0.00	0.00	36,852.00	0.00	77,866.48
Other Outgo	7100-7499	29,869.99	14,429.64	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	95,682.44	438,681.97
TOTAL EXPENDITURES		192,232.15	612,888.12	824,567.03	675,920.47	707,242.98	673,480.82	696,640.17	704,596.39	659,196.66	619,331.82	594,636.92	836,721.08	477,199.58	8,274,654.19
NET INCREASE/DECREASE		144,951.21	(202,531.18)	(43,653.50)	85,308.36	23,235.25	100,965.57	168,700.31	6,796.54	19,509.63	348,365.61	85,548.23	(629,043.50)	472,196.93	580,349.46
Accruals Received		144,359.83	97,813.00	1,538.27	130,034.43										373,745.53
Liabilities Accrued (Paid)		(111,431.75)	(78,530.00)	307.57	(83,516.51)		(13,500.00)	(6,672.29)	20,373.07	(41,202.69)	108,245.05	(67,349.64)			0.00
Note Payable for Curriculum															0.00
From Modesto (to Modesto)	\$ 1,248,676		(180,000.00)										(68,675.92)	(1,000,000.00)	0.00
Mortgage & Const Loan (Paid)															0.00
Const costs from loan to BS															0.00
ENDING CASH BALANCE		2,866,441.23	2,503,193.05	2,461,385.39	2,593,211.67	2,616,446.92	2,703,912.49	2,865,940.51	2,893,110.12	2,871,417.06	3,328,027.72	3,346,226.31	2,648,506.89		

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
September 8, 2020

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://us02web.zoom.us/j/81164042559?pwd=ZXBIN25zMFRudTdHbnhhT2wxcHJsQT09>. You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 811 6404 2559.

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes, total time for public comment is 20 minutes. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - a. **PUBLIC PARTICIPATION**
 - b. **MODESTO PRINCIPAL'S UPDATE**
 - c. **SALIDA PRINCIPAL'S UPDATE**
 - d. **HOMESCHOOL PRINCIPAL'S UPDATE**
 - e. **CHIEF OPERATING OFFICER'S UPDATE**
 - f. **CHIEF EXECUTIVE OFFICER'S UPDATE**
 - g. **FOUNDER'S UPDATE**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA/CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of August 3, 2020

d. ACTION ITEMS

- a. Approval of Modesto Unaudited Actuals
- b. Approval of Salida Unaudited Actuals
- c. Approval of Homeschool live interaction frequency
- d. Approval of 9/21 Board Meeting LCP Public Hearing

e. INFORMATION AND DISCUSSION

- a. July Financials
- b. School reopening

f. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – September 28, 2020 – 4:30pm via Zoom

g. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
August 3, 2020

MINUTES

Members Present: Yolanda Meraz, Twila Tosh, Chad Wolf, Susan Nisan,
Vince Jamison, Steve Payne (@ 4:49 pm)

Members Absent: None

**Great Valley
Academy Staff Present:** Leah Silvestre, Marisa Meeks, Dr. Eldon Rosenow, Kelli Rupe

Audience Present: Jeremy Coe

Call to Order: 4:31 p.m.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

**Approval of Agenda/
Order of Agenda:** The motion was made by Mrs. Tosh, seconded by Mr. Jamison,
approving the Agenda and Order of Agenda with the change of date
on Action item d from 9/9/2020 to 9/8/2020. A roll call vote was
taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh

NOES: None

ABSENT: Payne

ABSTENTIONS: None

Consent Agenda: **CONSENT AGENDA**

The motion was made by Mr. Wolf, seconded by Mrs. Tosh
approving the consent agenda items. A roll call vote was taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh

NOES: None

ABSENT: Payne

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

August 3, 2020

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Action Items:

ACTION ITEMS

a. The motion was made by Mr. Wolf, Seconded by Mrs. Nisan approving the Modesto revised budget. A roll call vote was taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh

NOES: None

ABSENT: Payne

ABSTENTIONS: None

b. The motion was made by Mrs. Tosh, seconded by Mr. Jamison the Salida revised budget. A roll call vote was taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh

NOES: None

ABSENT: Payne

ABSTENTIONS: None

c. The motion was made by Mr. Payne, seconded by Mr. Wolf approving Resolution #2020.058 – 2020/2021 School Reopening Resolution. A roll call vote was taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh, Payne

NOES: None

ABSENT: None

ABSTENTIONS: None

d. The motion was made by Mr. Payne, seconded by Mrs. Nisan approving the additional Board Meeting of 9/8/2020. A roll call vote was taken.

AYES: Meraz, Jamison, Nisan, Wolf, Tosh, Payne

NOES: None

ABSENT: None

ABSTENTIONS: None

e. The motion was made by Mrs. Meraz, seconded by Mr. Payne approving the reappointment of Vince Jamison through 6/30/2023. A roll call vote was taken.

AYES: Meraz, Nisan, Wolf, Tosh, Payne

NOES: None

ABSENT: None

ABSTENTIONS: Jamison

MINUTES

Regular Meeting of the Board

August 3, 2020

P a g e | 3

e. The motion was made by Mr. Payne, seconded by Mr. Wolf approving the reappointment of Yolanda Meraz through 6/30/2023. A roll call vote was taken.

AYES: Jamison, Nisan, Wolf, Tosh, Payne

NOES: None

ABSENT: None

ABSTENTIONS: Meraz

Information and Discussion:

Monthly Financials

Both campuses are ending the year strong.

Future Agenda Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – September 8, 2020, 4:30 pm Via Zoom

Adjournment:

The meeting was adjourned at 5:06 pm

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy

CDS #: 50105040117457

Charter Approving Entity: Stanislaus County Office of Education

County: Stanislaus

Charter #: 0985

This charter school uses the following basis of accounting:

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

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

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	5,497,286.00		5,497,286.00
Education Protection Account State Aid - Current Year	8012	736,899.00		736,899.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,648,999.00		1,648,999.00
Other LCFF Transfers	8091, 8097	0.00	134,323.00	134,323.00
Total, LCFF Sources		7,883,184.00	134,323.00	8,017,507.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		135,342.00	135,342.00
Child Nutrition - Federal	8220		264,412.68	264,412.68
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	399,754.68	399,754.68
3. Other State Revenues				
Special Education - State	StateRevSE		12,907.18	12,907.18
All Other State Revenues	StateRevAO	151,820.94	104,450.04	256,270.98
Total, Other State Revenues		151,820.94	117,357.22	269,178.16
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	499,422.99	415,463.30	914,886.29
Total, Local Revenues		499,422.99	415,463.30	914,886.29
5. TOTAL REVENUES		8,534,427.93	1,066,898.20	9,601,326.13
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,469,141.25	260,800.65	2,729,941.90
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	383,164.20	0.00	383,164.20
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,852,305.45	260,800.65	3,113,106.10
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	596,879.51	162,929.34	759,808.85
Noncertificated Support Salaries	2200	206,720.71	28,596.77	235,317.48
Noncertificated Supervisors' and Administrators' Salaries	2300	256,936.05	0.00	256,936.05
Clerical, Technical and Office Salaries	2400	447,177.32	0.00	447,177.32
Other Noncertificated Salaries	2900	235,750.73	0.00	235,750.73
Total, Noncertificated Salaries		1,743,464.32	191,526.11	1,934,990.43

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy

CDS #: 50105040117457

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	469,752.05	40,802.35	510,554.40
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	164,558.52	17,194.43	181,752.95
Health and Welfare Benefits	3401-3402	529,560.21	66,804.79	596,365.00
Unemployment Insurance	3501-3502	24,912.31	2,138.11	27,050.42
Workers' Compensation Insurance	3601-3602	64,663.33	0.00	64,663.33
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	46,102.72	4,449.04	50,551.76
Other Employee Benefits	3901-3902	7,223.88	101.38	7,325.26
Total, Employee Benefits		1,306,773.02	131,490.10	1,438,263.12
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	119,620.57	69,761.91	189,382.48
Books and Other Reference Materials	4200	6,279.09	21.96	6,301.05
Materials and Supplies	4300	421,729.96	19,076.14	440,806.10
Noncapitalized Equipment	4400	39,904.48	50,910.11	90,814.59
Food	4700	0.00	269,157.26	269,157.26
Total, Books and Supplies		587,534.10	408,927.38	996,461.48
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	90,230.02	191,006.23	281,236.25
Travel and Conferences	5200	79,546.75	6,758.28	86,305.03
Dues and Memberships	5300	15,790.99	0.00	15,790.99
Insurance	5400	84,925.36	0.00	84,925.36
Operations and Housekeeping Services	5500	118,185.51	0.00	118,185.51
Rentals, Leases, Repairs, and Noncap. Improvements	5600	121,917.45	383.00	122,300.45
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	229,289.22	238,830.01	468,119.23
Communications	5900	39,915.53	207.32	40,122.85
Total, Services and Other Operating Expenditures		779,800.83	437,184.84	1,216,985.67
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	151,262.00	0.00	151,262.00
Total, Capital Outlay		151,262.00	0.00	151,262.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	50,744.19	50,744.19
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(42,020.44)	42,020.44	0.00
Debt Service:				
Interest	7438	80,925.43	0.00	80,925.43
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		80,925.43	0.00	80,925.43
Total, Other Outgo		38,904.99	92,764.63	131,669.62
8. TOTAL EXPENDITURES		7,460,044.71	1,522,693.71	8,982,738.42

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy

CDS #: 50105040117457

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,074,383.22	(455,795.51)	618,587.71
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	1,000,000.00	0.00	1,000,000.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(368,022.22)	368,022.22	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(1,368,022.22)	368,022.22	(1,000,000.00)
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(293,639.00)	(87,773.29)	(381,412.29)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	8,282,751.91	199,825.00	8,482,576.91
b. Adjustments/Restatements	9793, 9795	(21,690.00)		(21,690.00)
c. Adjusted Beginning Fund Balance /Net Position		8,261,061.91	199,825.00	8,460,886.91
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		7,967,422.91	112,051.71	8,079,474.62
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	3,097,747.80	0.00	3,097,747.80
b. Restricted Net Position	9797		112,051.71	112,051.71
c. Unrestricted Net Position	9790A	4,869,675.11	0.00	4,869,675.11

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy

CDS #: 50105040117457

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	3,154,902.94	(85,492.09)	3,069,410.85
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	1,279,568.28	0.00	1,279,568.28
3. Accounts Receivable	9200	1,315,523.23	357,502.88	1,673,026.11
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	22,241.00	0.00	22,241.00
7. Other Current Assets	9340	42,353.12	0.00	42,353.12
8. Capital Assets (accrual basis only)	9400-9489	4,634,180.33	0.00	4,634,180.33
9. TOTAL ASSETS		10,448,768.90	272,010.79	10,720,779.69
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	938,849.20	159,959.08	1,098,808.28
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	6,064.26	0.00	6,064.26
5. Long-Term Liabilities (accrual basis only)	9660-9669	1,536,432.53	0.00	1,536,432.53
6. TOTAL LIABILITIES		2,481,345.99	159,959.08	2,641,305.07
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		7,967,422.91	112,051.71	8,079,474.62

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Great Valley Academy
CDS #: 50105040117457

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Great Valley Academy
CDS #: 50105040117457

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	8,982,738.42
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	399,754.68
c. Subtotal of State & Local Expenditures [a minus b]	8,582,983.74
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	232,187.43
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 8,350,796.31



July 1, 2019 – June 30, 2020

Unaudited Actuals Narrative

Charter School – Great Valley Academy

CDS# 50105040117457

Line Item D2

In 2016, Great Valley Academy-Modesto loaned \$1,000,000 to Great Valley Academy-Salida, as we are a single legal entity, the loan is an intercompany transaction. Since we are two independent LEA's, the transaction was reported on each school's Unaudited Actuals. In June 2020, Great Valley Academy Board of Directors, approved forgiveness of the intercompany loan. Line item D2 on the Unaudited Actuals represents the forgiveness of this intercompany obligation.

The board approval document is included in this package, for your reference.



Great Valley Academy Board of Directors authorizes the forgiveness of the current balance of the inter-company obligation of \$1,000,000 loaned to Salida by Modesto.

Steve Payne, Board President

June 29, 2020

Board Action- Motion: Mr. Wolf 2nd: Mr. Jamison
AYES: Wolf, Jamison, Meraz, Nisan
NOES: None
ABSENT: Payne, Tosh
ABSTENTIONS: None

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy Salida

CDS #: 50712660124768

Charter Approving Entity: Salida Union School District

County: Stanislaus

Charter #: 1819

This charter school uses the following basis of accounting:

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

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

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	6,123,074.00		6,123,074.00
Education Protection Account State Aid - Current Year	8012	170,188.00		170,188.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,144,889.00		1,144,889.00
Other LCFF Transfers	8091, 8097	0.00	127,773.00	127,773.00
Total, LCFF Sources		7,438,151.00	127,773.00	7,565,924.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		105,596.00	105,596.00
Child Nutrition - Federal	8220		201,630.11	201,630.11
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00
Total, Federal Revenues		0.00	307,226.11	307,226.11
3. Other State Revenues				
Special Education - State	StateRevSE		11,965.44	11,965.44
All Other State Revenues	StateRevAO	149,447.04	94,588.96	244,036.00
Total, Other State Revenues		149,447.04	106,554.40	256,001.44
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	302,424.59	394,197.25	696,621.84
Total, Local Revenues		302,424.59	394,197.25	696,621.84
5. TOTAL REVENUES		7,890,022.63	935,750.76	8,825,773.39
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,504,158.77	166,630.91	2,670,789.68
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	251,744.29	0.00	251,744.29
Other Certificated Salaries	1900	0.00	0.00	0.00
Total, Certificated Salaries		2,755,903.06	166,630.91	2,922,533.97
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	528,259.44	54,245.52	582,504.96
Noncertificated Support Salaries	2200	207,338.23	36,579.01	243,917.24
Noncertificated Supervisors' and Administrators' Salaries	2300	172,407.83	0.00	172,407.83
Clerical, Technical and Office Salaries	2400	351,722.34	0.00	351,722.34
Other Noncertificated Salaries	2900	256,069.48	0.00	256,069.48
Total, Noncertificated Salaries		1,515,797.32	90,824.53	1,606,621.85

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy Salida

CDS #: 50712660124768

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	444,166.34	27,199.92	471,366.26
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	149,121.00	8,860.69	157,981.69
Health and Welfare Benefits	3401-3402	501,293.74	19,905.07	521,198.81
Unemployment Insurance	3501-3502	25,564.12	2,141.86	27,705.98
Workers' Compensation Insurance	3601-3602	52,903.03	0.00	52,903.03
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	37,489.18	2,204.90	39,694.08
Other Employee Benefits	3901-3902	2,078.98	91.79	2,170.77
Total, Employee Benefits		1,212,616.39	60,404.23	1,273,020.62
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	35,565.64	88,532.71	124,098.35
Books and Other Reference Materials	4200	1,197.72	0.00	1,197.72
Materials and Supplies	4300	233,146.21	27,654.45	260,800.66
Noncapitalized Equipment	4400	31,753.54	43,821.43	75,574.97
Food	4700	0.00	223,588.39	223,588.39
Total, Books and Supplies		301,663.11	383,596.98	685,260.09
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	95,220.56	216,915.64	312,136.20
Travel and Conferences	5200	37,474.77	0.00	37,474.77
Dues and Memberships	5300	14,343.35	0.00	14,343.35
Insurance	5400	84,925.28	0.00	84,925.28
Operations and Housekeeping Services	5500	134,744.96	0.00	134,744.96
Rentals, Leases, Repairs, and Noncap. Improvements	5600	62,396.99	192.00	62,588.99
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	199,423.19	298,666.36	498,089.55
Communications	5900	14,185.42	165.00	14,350.42
Total, Services and Other Operating Expenditures		642,714.52	515,939.00	1,158,653.52
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	368,789.00	0.00	368,789.00
Total, Capital Outlay		368,789.00	0.00	368,789.00
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	45,122.52	45,122.52
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(32,885.97)	32,885.97	0.00
Debt Service:				
Interest	7438	244,982.67	0.00	244,982.67
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		244,982.67	0.00	244,982.67
Total, Other Outgo		212,096.70	78,008.49	290,105.19
8. TOTAL EXPENDITURES		7,009,580.10	1,295,404.14	8,304,984.24

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy Salida

CDS #: 50712660124768

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		880,442.53	(359,653.38)	520,789.15
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	1,000,000.00	0.00	1,000,000.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(253,103.74)	253,103.74	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		746,896.26	253,103.74	1,000,000.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		1,627,338.79	(106,549.64)	1,520,789.15
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	4,886,202.00	201,296.00	5,087,498.00
b. Adjustments/Restatements	9793, 9795	(3,602.66)	0.00	(3,602.66)
c. Adjusted Beginning Fund Balance /Net Position		4,882,599.34	201,296.00	5,083,895.34
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		6,509,938.13	94,746.36	6,604,684.49
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	3,368,526.59	0.00	3,368,526.59
b. Restricted Net Position	9797		94,746.36	94,746.36
c. Unrestricted Net Position	9790A	3,141,411.54	0.00	3,141,411.54

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

July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy Salida

CDS #: 50712660124768

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110	0.00	0.00	0.00
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
In Banks	9120	2,685,943.29	(38,506.29)	2,647,437.00
In Revolving Fund	9130	0.00	0.00	0.00
With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
Collections Awaiting Deposit	9140	0.00	0.00	0.00
2. Investments	9150	0.00	0.00	0.00
3. Accounts Receivable	9200	651,294.05	290,462.00	941,756.05
4. Due from Grantor Governments	9290	0.00	0.00	0.00
5. Stores	9320	0.00	0.00	0.00
6. Prepaid Expenditures (Expenses)	9330	12,340.90	0.00	12,340.90
7. Other Current Assets	9340	900.00	0.00	900.00
8. Capital Assets (accrual basis only)	9400-9489	7,896,075.64	0.00	7,896,075.64
9. TOTAL ASSETS		11,246,553.88	251,955.71	11,498,509.59
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490	0.00	0.00	0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	202,910.05	157,209.35	360,119.40
2. Due to Grantor Governments	9590	0.00	0.00	0.00
3. Current Loans	9640	0.00	0.00	0.00
4. Unearned Revenue	9650	6,156.65	0.00	6,156.65
5. Long-Term Liabilities (accrual basis only)	9660-9669	4,527,549.05	0.00	4,527,549.05
6. TOTAL LIABILITIES		4,736,615.75	157,209.35	4,893,825.10
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	0.00	0.00	0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		6,509,938.13	94,746.36	6,604,684.49

**CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020**

Charter School Name: Great Valley Academy Salida
CDS #: 50712660124768

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999 0.00
b. Noncertificated Salaries	2000-2999 0.00
c. Employee Benefits	3000-3999 0.00
d. Books and Supplies	4000-4999 0.00
e. Services and Other Operating Expenditures	5000-5999 0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Great Valley Academy Salida
CDS #: 50712660124768

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

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2021-22.

a. Total Expenditures (B8)	8,304,984.24
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	307,226.11
c. Subtotal of State & Local Expenditures [a minus b]	7,997,758.13
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	613,771.67
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 7,383,986.46



July 1, 2019 – June 30, 2020

Unaudited Actuals Narrative

Charter School – Great Valley Academy Salida

CDS# 50712660124768

Line Item D1

In 2016, Great Valley Academy-Modesto loaned \$1,000,000 to Great Valley Academy-Salida, as we are a single legal entity, the loan is an intercompany transaction. Since we are two independent LEA's, the transaction was reported on each school's Unaudited Actuals. In June 2020, Great Valley Academy Board of Directors, approved forgiveness of the intercompany loan. Line item D1 on the Unaudited Actuals represents the forgiveness of this intercompany obligation.

The board approval document is included in this package, for your reference.



Great Valley Academy Board of Directors authorizes the forgiveness of the current balance of the inter-company obligation of \$1,000,000 loaned to Salida by Modesto.

Steve Payne, Board President

June 29, 2020

Board Action- Motion: Mr. Wolf 2nd: Mr. Jamison
AYES: Wolf, Jamison, Meraz, Nisan
NOES: None
ABSENT: Payne, Tosh
ABSTENTIONS: None



Item c.

Homeschool independent study program under the Modesto Campus charter.

Daily live interaction is neither feasible nor desired by our stakeholders. 87% requested once weekly live interactive meetings.

Approval of once weekly live interactive sessions.



Item d.

Approval of 9/21/2020 Board Meeting
LCP Public Hearing

Great Valley Academy Modesto
July 2020

	A Actual YTD	B Original Budget YTD	C Estimated Balance of year	D Original Budget Balance of year	F Original Annual Operating Budget	E Estimated Annual Spending
	Jul 20	Jul 20	Aug 20-Jun 21	Aug 20-Jun 21		A + C
Ordinary Income/Expense						
Income						
8000 · Revenue Limit Sources	250,279	373,241	7,761,528	7,638,566	8,011,807	8,011,807
8100 · Federal Revenue	0	0	609,128	609,128	609,128	609,128
8300 · Other State Revenues	-4,388	0	306,416	302,029	302,029	302,029
8600 · Other Local Revenue	4,794	17,267	330,406	317,933	335,200	335,200
8700 · Selpa	0	36,280	435,360	399,080	435,360	435,360
Total Income	250,686	426,788	9,442,838	9,266,736	9,693,524	9,693,524
Gross Profit	250,686	426,788	9,442,838	9,266,736	9,693,524	9,693,524
Expense						
1000 · Certificated Salaries	27,751	33,044	3,276,641	3,271,348	3,304,392	3,304,392
2000 · Classified Salaries	66,293	57,712	1,857,446	1,866,027	1,923,739	1,923,739
3000 · Employee Benefits	33,873	46,998	1,532,743	1,519,617	1,566,616	1,566,616
4000 · Books & Supplies	19,748	47,327	832,143	804,564	851,891	851,891
5000 · Services & Other Operating Exp	62,869	79,368	1,524,487	1,507,989	1,587,357	1,587,357
6000 · Capital Outlay	0	0	35,000	35,000	35,000	35,000
7430 · All Other Financing Uses	17,672	17,672	307,516	307,516	325,188	325,188
Total Expense	228,206	282,121	9,365,977	9,312,061	9,594,183	9,594,183
Net Ordinary Income	22,480	144,666	76,861	-45,325	99,341	99,341

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,215,818.48	4,694,393.77	4,693,581.85	4,577,341.50	4,518,312.37	4,518,726.31	4,193,045.20	3,879,644.33	3,418,724.53	2,915,056.40		
LCFF Revenue	8011	250,279.00	274,300.95	493,741.71	493,741.71	493,741.71	493,741.71	493,741.71	274,300.95	164,580.57	164,580.57	164,580.57	0.00	1,724,687.84	5,486,019.00
EPA Funding	8012		0.00	42,266.00						44,054.00			0.00	608,313.00	736,899.00
In-Lieu of Taxes Charter Funding	8096		197,879.88	131,919.92	131,919.92	131,919.92	131,919.92	131,919.92	131,919.92	219,866.53	109,933.27	109,933.27	109,933.27	109,933.27	1,648,999.00
Selpa Prop Tax	8097							72,491.00						67,399.00	139,890.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	0.00	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	18,181.82	100,000.00
LLMF Federal CR sec 110				369,262.00										0.00	369,262.00
State Food Revenue	8520		0.00	0.00	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	1,050.91	5,780.00
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550						14,945.21						0.00	0.00	14,945.21
LLMF St GEER & GF Funds sec 110	8590			104,904.00										0.00	104,904.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(355,751.00)					0.00	0.00	0.00	0.00	0.00	0.00	360,138.55	0.00
Uniform Sales	8638				5,000.00				10,000.00				5,000.00	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	16,804.02	207,200.00
Other Local (Fundraiser +)	8600-8699	4,331.49	0.00	0.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	(4,331.49)	108,000.00
Selpa	8792		36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	36,279.99	0.00	0.00	0.00	145,119.97	435,359.90
TOTAL REVENUES		250,685.59	169,976.49	1,195,640.29	705,824.65	700,824.65	758,035.86	817,478.94	491,383.89	503,664.13	356,145.20	313,396.87	197,251.37	3,233,215.76	9,693,523.68
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	403,256.85	0.00	3,304,392.01
Classified Salaries	2000-2999	66,292.52	137,409.92	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	146,068.26	0.00	1,923,738.81
Employee Benefits	3000-3999	33,872.85	130,551.33	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	197,102.57	0.00	1,566,615.90
Books & Supplies	4000-4999	19,748.36	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	122,233.54	0.00	851,891.40
Services & Other Operating Expenses	5000-5999	62,869.22	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	201,690.20	0.00	1,587,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	130,798.49	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	776,242.10	817,065.00	832,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	1,221,149.91		9,594,182.50
NET INCREASE/DECREASE		22,480.08	(606,265.61)	378,575.29	(126,240.35)	(116,240.35)	(59,029.14)	413.94	(325,681.11)	(313,400.87)	(460,919.80)	(503,668.13)	(1,023,898.55)	3,233,215.76	99,341.18
Accruals Received		1,247,597.69	200,000.00	100,000.00	125,428.42										1,673,026.11
Liabilities		(996,972.81)													
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,215,818.48	4,694,393.77	4,693,581.85	4,577,341.50	4,518,312.37	4,518,726.31	4,193,045.20	3,879,644.33	3,418,724.53	2,915,056.40	1,891,157.85		

Great Valley Academy Salida
July 2020

	A Actual YTD Jul 20	B Original Budget YTD Jul 20	C Actual Estimated Balance of year Aug 20-Jun 21	D Original Annual Operating Budget	F Estimated Annual Spending A + C
Ordinary Income/Expense					
Income					
8000 · Revenue Limit Sources	327,285	374,993	7,246,849	7,574,134	7,574,134
8100 · Federal Revenue	0	0	481,525	481,525	481,525
8300 · Other State Revenues	712	0	283,943	284,655	284,655
8600 · Other Local Revenue	283	17,963	316,467	316,750	316,750
8700 · SELPA	0	29,788	357,452	357,452	357,452
Total Income	328,280	422,743	8,686,236	9,014,516	9,014,516
 Gross Profit	 328,280	 422,743	 8,686,236	 9,014,516	 9,014,516
Expense					
1000 · Certificated Salaries	18,603	30,865	3,067,886	3,086,490	3,086,490
2000 · Classified Salaries	57,998	57,902	1,596,339	1,654,337	1,654,337
3000 · Employee Benefits	28,574	42,322	1,382,165	1,410,739	1,410,739
4000 · Books & Supplies	7,211	38,799	691,166	698,377	698,377
5000 · Services & Other Operating Exp	53,129	76,089	1,468,653	1,521,782	1,521,782
6000 · Capital Outlay	0	0	105,000	105,000	105,000
7430 · All Other Financing Uses	29,870	29,870	382,022	411,892	411,892
Total Expense	195,385	275,847	8,693,231	8,888,616	8,888,616
 Net Ordinary Income	 132,895	 146,897	 -6,995	 125,900	 125,900

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,059,045.83	3,405,811.10	3,391,379.73	3,344,037.58	3,353,376.72	3,422,688.85	3,130,306.82	2,820,519.59	2,403,313.06	1,943,358.21		
LCFF Revenue	8011	327,285.00	306,299.85	551,339.73	551,339.73	551,339.73	551,339.73	551,339.73	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,878,073.92	6,125,997.00
EPA Funding	8012		0.00	42,266.00			42,266.00			44,054.00			0.00	41,602.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	137,386.68	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	152,651.87	76,325.93	76,325.93	76,325.93	76,325.93	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220				7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	14,545.45	80,000.00
LLMF Federal CR sec 110				300,346.00										0.00	300,346.00
State Food Revenue	8520				363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	727.27	4,000.00
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,415.30							(68.45)	14,346.85
LLMF St GEER & GF Funds sec 110	8590			96,971.00									0.00	0.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561												45,144.00	(3,447.94)	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99												(711.99)	0.00
Other Local (Kids Care)	8689	206.29	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,606.21	201,750.00
Other Local (Fundraiser +)	8600-8699	76.77	1,150.00	5,750.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	4,523.23	115,000.00
Selpa	8792	0.00	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	0.00	0.00	0.00	119,150.77	357,452.30
TOTAL REVENUES		328,280.05	491,436.72	1,134,864.04	708,667.41	708,667.41	765,348.71	825,321.70	463,627.53	446,222.33	338,803.04	296,054.71	157,418.80	2,349,803.79	9,014,516.21
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	360,439.24	0.00	3,086,489.51
Classified Salaries	2000-2999	57,997.79	132,346.97	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	134,614.32	0.00	1,654,337.18
Employee Benefits	3000-3999	28,574.39	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	155,435.10	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	109,185.45	0.00	698,376.80
Services & Other Operating Expenses	5000-5999	53,129.11	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	200,501.17	0.00	1,521,781.69
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00	75,000.00	105,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	83,321.76	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	740,647.86	756,009.56	771,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	1,058,497.05	75,000.00	8,888,616.26
NET INCREASE/DECREASE		132,894.76	(249,211.14)	378,854.48	(62,342.16)	(47,342.16)	9,339.14	69,312.13	(292,382.04)	(309,787.23)	(417,206.53)	(459,954.86)	(901,078.25)	2,274,803.79	125,899.95
Accruals Received		706,964.83	47,910.79	47,910.79	47,910.79	0.00									850,697.21
Liabilities Accrued (Paid)		223,049.58	(450,000.00)	(80,000.00)											
Note Payable for Curriculum From Modesto (to Modesto)															
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,059,045.83	3,405,811.10	3,391,379.73	3,344,037.58	3,353,376.72	3,422,688.85	3,130,306.82	2,820,519.59	2,403,313.06	1,943,358.21	1,042,279.95		

GREAT VALLEY ACADEMY
Special Meeting of the Board of Trustees
Monday, September 21, 2020
4:30 pm via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/89379928675?pwd=ZndjTkxQcHEwM21UYmpnUDUyNGEyQT09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 89379928675

Members of the public are encouraged to submit comments via email at publiccomment@greatvalleyacademy.com. Comments must be received by noon (12:00 p.m.) on the day of the public hearing.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **APPROVAL OF AGENDA and ORDER OF AGENDA**
- c. **PUBLIC HEARING**
 - a. Public Hearing of Review of Draft of The Learning Continuity and Attendance Plan-Modesto
 - b. Public Hearing of Review of Draft of The Learning Continuity and Attendance Plan-Salida
- d. **FUTURE AGENDA ITEMS**
 - a. **FUTURE REGULAR BOARD MEETINGS** – Monday September 28, 2020 ~via Zoom
- e. **FINAL ADJOURNMENT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.



NOTICE OF PUBLIC HEARING

Great Valley Academy hereby gives notice that a public hearing will be held as follows:

TOPIC OF HEARING:

The Learning Continuity and Attendance Plan is designed to describe how GVA will provide continuity of learning and address the impact of COVID-19 on students, staff, and the community and the specific actions and expenditures the school district anticipates taking to support its ability to address the impacts of COVID-19.

The Learning Continuity and Attendance Plan draft can be accessed at

<https://www.greatvalleyacademy.com/files/7419/file/modesto-learning-continuity-attendance-plan-lcp-2020.pdf>

<https://www.greatvalleyacademy.com/files/7420/file/salida-learning-continuity-attendance-plan-lcp-2020.pdf>

Great Valley Academy has completed the requirements necessary to compose a draft Learning Continuity and Attendance Plan to present in a public hearing. Input will be received at the Public Hearing. The final Learning Continuity and Attendance Plan will be presented for approval at the September 28, 2020, Board meeting.

MEETING DETAILS:

Date: Monday, September 21, 2020

Time: 4:30 p.m.

Location:

<https://us02web.zoom.us/j/89379928675?pwd=ZndjTkxQcHEwM2lUYmpnUDUyNGEyQT09>

Process for Making Public Comments: Members of the public are encouraged to submit comments via email at publiccomment@greatvalleyacademy.com. Comments must be received by noon (12:00 p.m.) on the day of the public hearing..

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy (GVA)	Leah Silvestre Franklin, CEO	l.silvestre@greatvalleyacademy.com 209-576-2283

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has wreaked havoc on the nation, the state, and in particular Stanislaus County. Stanislaus County has been a hotspot for virus positivity, and included in the list of counties with the highest infection rate for numerous weeks over the summer. COVID-19 has had a tremendous impact on all district schools, Great Valley Academy (GVA) included. The shelter in place order issued in March, began a period in which all of our lives were drastically changed; even the simplest of tasks became difficult and potentially dangerous. As school closures roll into the 2020-2021 school year, we continue to seek the most impactful supports and solutions for our students and staff.

Our students are struggling with the disruption in their daily routine, the lack of academic and other supports provided by school, lack of social connection and in some cases, difficulty in the home environment (exacerbated by the pandemic). Our staff continues to engage with students and families in support of academic and social emotional needs.

Our staff has been affected as well, with the disruption in routine for themselves, and their families, increased workload as we facilitate distance learning, lack of social connection and support as well as providing support for their own children's distance learning. As shelter in place restrictions were eased, we expanded access to onsite staff, placing a high priority on the creation and maintenance a safe working environment.

GVA, like other schools, struggles to meet the needs of both students and staff in these unprecedented times. We endeavor to make improvements in a consistent manner, with a focus on Safe. Loved. Learning for all.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement was facilitated by surveying families and staff in early June, and families, staff and students in late August. Family and staff surveys were facilitated using Survey Monkey using the ParentSquare messaging platform, which facilitates message translation to the family's specified primary language. ParentSquare is accessible via email, web access, and app access for cell phone users.

Student surveys for 3rd through 8th graders were distributed and collected via Google Forms, pushed out via their Google Classroom learning management system.

Surveys were completed at the end of school year 2019-2020 after school closure in March, and again after school reopening (2+ weeks) in the distance learning mode.

Family survey emails included an easily accessible survey link, both in English and Spanish, with further outreach including multiple reminder emails, also containing the survey links.

[A description of the options provided for remote participation in public meetings and public hearings.]

Beginning in March, each of our board meetings moved to the virtual format, using the Zoom platform. Zoom allows for video and audio participation, or audio only participation. Additionally, we created a public comment specific email address to provide a forum for submission of questions for those unable to attend the virtual meeting.

Meeting details, including Zoom link details are included on every board meeting agenda. GVA board meeting agendas are posted on our website, and posted at our school site location.

[A summary of the feedback provided by specific stakeholder groups.]

The June survey specifically looked at preferences for return to school for 2020-2021 the school year (if in person learning was not possible):

*87% of families were at least somewhat interested in returning in a hybrid educational setting

*69% of families were at least somewhat interested in returning in a distance learning educational setting

GVA solicited input on top concerns for students returning to school:

- *76% reported academic needs being met
- *62% reported health & safety
- *42% reported learning gaps
- *40% reported social emotional support

Additionally, we solicited input on what supports most benefited families during distance learning (March-June):

- *87% reported communication from teachers
- *82% reported academic support for their children
- *41% reported social emotional support for their children

*91% of teachers were at least somewhat interested in returning in a hybrid educational setting

*85% of teachers were at least somewhat interested in returning in a distance learning educational setting

The August survey specifically looked at input based on the early days of the 2020-2021 school year:

- *52% reported the overall effectiveness of this year's distance learning as somewhat effective
- *41% reported the overall effectiveness of this year's distance learning as very or extremely effective

Additionally, we solicited input on what support most benefited families during distance learning (this was an open ended question, these are the top trended responses):

- *Teachers: support & accessibility
- *Live meeting time, connecting with teachers
- *GVA staff (all levels) communication
- *Weekly assignments/daily tasks ahead of time
- *Availability of Chromebooks & technological support

We solicited input on what improvement would be suggested during distance learning (this was also an open ended question, these are the top trended responses):

- *More instructional live time
- *More 1-1 student support
- *Less work (time assigned not enough to complete tasks)
- *More paper & pencil assignments

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input influenced the following aspects of our Learning Continuity and Attendance Plan:

- *Technology distribution, with multiple opportunities for drive through pick up of Chromebooks and Hotspots
- *Strategic, consistent design for lesson plans, live time and student assignment delivery
- *Consistent, timely and effective communication from GVA staff
- *Reflection on student assignment minutes
- *Improvement in process and accessibility for tech support (students, parents, and staff)
- *Continued access to social emotional support for students and parents
- *Continued use of health and safety protocol and practices

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.

Upon reopening GVA will:

- *Implement a hybrid instructional model
 - *decrease the number of students on campus
 - *maintain recommended physical distancing
 - *provide instruction in small student cohorts
- *Continue to follow intensified sanitization, health and safety protocols
- *Provide additional handwashing stations
- *Teach and promote healthy hygiene practices
- *Provide meal service
- *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2)
- *Provide face coverings as needed

- *Check for symptoms (staff self-assess & document, families to screen student at home)
- *Plan for student & staff illness
- *Have CNA/LVN support
- *Have student assistance specialist support
- *Follow plan to revert to distance learning if circumstances warrant

GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.

Math:

- *Eureka Math (Core)
- *Zearn K-6 (Supplementary videos, resource materials)
- *Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)
- *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

- *Open Up (K-2) and EL Learning (3-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Mystery Science for core NGSS standards in combination with supporting resources

GVA teachers and support staff will assess academic levels in the following manner:

- *Formative assessment (in both distance and in person learning)
- *NWEA MAP assessment (after return to in person learning)

The following actions and strategies will be utilized to address learning loss and to accelerate learning progress for students:

- *Small group support & re-teach
- *1:1 support
- *Paraprofessional services for additional student support
- *Provision of intervention services
- *Implementation of expanded support models

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered learning environment that bridges in person learning, with distance learning and embraces our safe, loved and learning culture: *PPE for staff and students *Facilities maintenance & intensified sanitization protocol *Handwashing stations *English language learner support *Technology infrastructure support & maintenance *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE nursing support *SCOE behavioral analyst support *Onsite CNA/LVN support	\$677,565	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

GVA will continue to use standards aligned materials, instructional resources remain consistent between distance and in person models, which will mitigate curricular transition. Synchronous learning will occur daily during "live" class time as well as small group support and office hours, via Google Meets or Zoom platforms. Asynchronous learning will occur using staff made videos, and assignments pushed out via Google Classroom. All grade levels are using Google Classroom as the learning management system during distance learning. GVA provides parent technology videos and support available to ensure accessibility

Math:

*Eureka Math (Core)

*Zearn K-6 (Supplementary videos, resource materials)

*Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)

*Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

*Open Up (K-2) and EL Learning (3-8)

*Reading A to Z for assessment along with RAZ Kids

*Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

*Mystery Science for core NGSS standards in combination with supporting resources

Academic minutes are assigned to each subject, use of curriculum remains the same as in person learning, with focus on power standards.

ELD will be provided to ELLs via Google Classroom assignments utilizing the ELL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified School District. ELL support staff will help teachers and paraprofessionals in the engagement process of distance learning when needed, and will provide parent support via tutorials on accessing distance learning tools, translated in parents' primary language.

Assessments:

*1-1 assessments will be conducted virtually

*Intervention uses placement assessments as part of services along with weekly checkpoints on skill acquisition

*Resource "live" time to determine SPED placement and progress toward skills

*Small Group Assessment (formative) during lessons, use of exit tickets as an end point to live lessons

*Informal formative assessment during live times to mark progress

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

GVA has distributed nearly 500 Chromebooks and hotspots to all families in need of internet access. The distribution process was facilitated by email request form via our communication platform ParentSquare, with follow up phone calls as needed. Forms were completed, and drive through pick up schedules were used for distribution. Three rounds of requests and pickups have been completed, with a fourth email process sent as follow up to ensure access to all in need. As an accessibility point of verification, we have had attendance of at least 98% each week since school re-opening.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

GVA will track student's progress in the following ways:

- *Participation in whole class live sessions as well as individually and in small groups
- *Participation in online activities; curriculum based, teacher video, other relevant video (video assignments include written or illustrated activity assignment)
- *Participation in paper & pencil based assignments
- *Participation in assessments

Teachers will assign the time value of work, using guidance from instructional materials as a guideline in the determination of values. The assignment values coupled with live class time are used to meet daily instructional minute requirements:

Kindergarten-180 minutes per day

First through third grades-230 minutes per day

Fourth through eighth grades-240 minutes per day

Using attendance and participation data, teachers will complete a weekly engagement report and regularly share the report with parents. Additionally, teachers consistently connect with parents using email, phone and virtual meetings.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

GVA staff are supported by professional development on multiple levels; we provide outsourced topics, and our site administrative teams provide development and support for teaching and paraprofessional staff. Site admin work with grade level teams weekly, in support of distance learning, curriculum, behavior management and general communication. Our new teacher support lead provides next level support for our new, and new to GVA teachers in conjunction with our induction lead. They do this through both group and individual opportunities. Some professional development and teacher support is provided in person, yet the majority is provided virtually. As we progress through the school year, we look forward to bringing our staff together for more in person professional development.

Professional Development for Distance Learning:

- *San Joaquin County Office of Education-Distance learning series
- *Stanislaus County Office of Education-Technology support and coaching (individualized teacher troubleshooting and "on demand support")
- *GVA-Technology support
- *Stanislaus County Office of Education-Social/Emotional Support
- *Stanislaus County Office of Education-Math (including paraprofessional trainings on overview of the math framework)

GVA has intentionally invested in supporting the development of our paraprofessionals, they have received both framework and grade span specific strategy focused Math training. Paraprofessionals are working alongside teachers to provide struggling students with 1-1 and small group support.

GVA staff have been provided a laptop, or Chromebook along with a hot spot if needed. Information technology staff provided initial support and continues to support staff in navigating challenges as they arise. Additionally, our teaching teams support each other and our paraprofessional staff with technological and varied support as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As with all schools, GVA staff have had to expand their areas of responsibility and specific tasks in support of all that is required to operate during a pandemic. We have allocated resources from our child care program to support technology distribution/ support, and to provide additional support for meal service distribution. Our operations department staff had to quickly pivot, become PPE experts, and get orders processed for supplies in support of staff and students. Additionally, the need for detailed sanitization processes and checklists required immediate action by the operations team.

Our maintenance department quickly converted to an intensive sanitization process, which requires additional hours on a regular basis. Our food services department moved to a seamless summer option of meal provision and a tripling in the number of meals served. Teachers and support staff were thrust into the brand new world of distance learning. All paraprofessionals, and connecting room staff have been assigned to student support roles. As requirements change, we continue to pivot and assign staff to roles that are most needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GVA students with unique needs receive front line support through our general education teaching staff, our special education teaching staff as well as our paraprofessional support team.

Our students with exceptional needs have begun the 1-1 assessment process as needed virtually, and moved to an in person model where possible. Students receive their individual, group minutes and specialized service minutes via Zoom or Google Classroom, with small group services moving to an in person model in the near future. Staff, students and parents have access to support resources from our Student Assistance Specialist (social emotional support) and our Behavioral Analyst (behavioral support).

GVA English learners (EL) receive front line support through our general education teaching staff, and our paraprofessional support team with support from on English learner lead teacher. English Language Development (ELD) will be provided to EL's via Google Classroom assignments utilizing the EL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified

School District. EL lead teacher will help teachers and paraprofessionals in the engagement process of distance learning as needed. EL lead teacher will provide parent support via tutorials on accessing distance learning tools, with translation of communications in parents' primary language.

GVA occasionally has students who are experiencing homelessness or in the foster care system. Our staff connect with families to determine additional academic and supportive services needs as well as community referrals as appropriate.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered distance learning environment that bridges with in person learning and embraces our safe, loved and learning culture: *Digital instructional resources *Professional development *English language learner support *Technology infrastructure support & maintenance *Chromebook & hotspot provision *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE behavioral analyst support	\$465,395	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

GVA will address unfinished learning from 2019-2020 and learning loss by assessing students using curriculum based formative assessments (both in distance learning and in person when returned to in person instruction). Students will be consistently assessed both formally and informally in both distance an in person learning models. Once we have returned to in person instruction, students will be assessed using NWEA MAP to obtain comparative academic growth or understand learning gaps. Assessment data will be used in determination of further interventions as necessary. For EL students, learning progress will be monitored using local assessments and ELPAC data.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Using the data from above assessment process, students will have access to learning loss supports noted below:

Instruction with differentiated support

- *Small group re-teaching
- *Small group breakout sessions
- *Differentiated lessons
- *Digital platforms with assigned modules at current level

Instruction with targeted support

- *1:1 support
- *Additional paraprofessional support
- *In person small group support (when approved)

Instruction with intervention support

- *Formal intervention program
- *Extended learning hours

For our English Learners (EL), small group instruction will utilize the supports embedded in the core curriculum in support of their learning on class assignments and EL specific programs (for example EL edition for Reading A to Z). Individual and intervention support services be facilitated with the support of EL lead teacher.

For our students with exceptional needs, IEP's will be followed and ongoing communication with resource team and general education teachers will facilitate alignment with the most appropriate student supports.

For our students who are experiencing homelessness or in the foster care system, teachers and administration will work collaboratively in assessing most practicable and impactful supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

- GVA will measure effectiveness using the following:
- *Tracking reading levels through Reading A to Z
 - *Tracking progress on Eureka/Go Math
 - *Tracking progress through LexiaCore and Dreambox
 - *Curriculum assessment
 - *Engagement reports
 - *Ongoing formative assessments conducted in live meetings
-
- *NWEA (upon return to in person learning)
 - *Report cards
 - *State testing (when resumed)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of learning loss support (targeted resources)	\$199,266	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As GVA staff are in daily contact with students, they keep watch for red flags regarding student needs in an effort to identify students needing additional social emotional support. Our Student Assistance Specialist (SAS) works with students, parents and staff in support of meeting the social emotional needs of our students. SAS also provides resources and support to staff as applicable. GVA staff are working through an online training entitled “Building Resiliency: Returning to School in Uncertain Times” featuring Conscious Discipline, the foundation of GVA’s social emotional learning. In support of students and families, families received resource information to access mental health services.

GVA leadership facilitates regular check ins with staff, in order to provide support, clarification, encouragement and referrals as needed. Teaching and paraprofessional staff have the opportunity to work from their classroom, and have their children attend employer-sponsored child care on campus. Child care staff received technology and Google Classroom training in order to better support children’s distance learning while onsite. This has allowed staff with school aged children to work in their classrooms, while their children participate in supported distance learning. GVA staff have received information regarding Employee Assistance Programs, as well as health insurance sponsored mental health supports. Our Behavioral Analyst prepared a video PowerPoint presentation and handouts for GVA staff focusing on resiliency.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Reengagement Strategy Pursuant to California Assembly Bill 77 (AB77), each Local Education Agency (LEA) must develop and implement strategies for reengaging students who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Great Valley Academy’s (GVA) reengagement strategies include the following:

Verify Student/Parent Contact Information – Instructional Aide & Campus Office Manager

Verify contact information for the student and parent/guardian. The instructional aide or campus office manager will e-mail, text and call the parent/guardian to verify all information including current address is correct in Schoolwise.

If not correct, the campus office manager is notified to assist in updating the student record and/or to check the student hard copy records for accuracy. Additionally, a family member or friend on the student record may be contacted to seek correct contact information for the student.

If parents are Spanish speakers, teachers should enlist the assistance of the GVA Spanish language teachers to assist in providing instructions to parents and/or students.

Attendance Notification – Instructional Aide & Campus Attendance Clerk

Once contact has been established with the parent/guardian, a daily notification will be provided through all established communication channels when the student is absent. Absence includes, not participating in live instruction, not completing assigned work, not participating in

class online meetings, not meeting individual requests made by the teacher or instructional aide, etc. The parent/guardian will be informed of the impact of non-attendance including learning loss, chronic absenteeism reporting and grading implications.

Identify Barriers – Instructional Aide

In communication with the student and/or parent, barriers to student attendance and engagement may be identified. Examples include:

Do they have a computer or device to use for distance learning?

Do they have a proper internet connection?

Is an adult home during the day to assist with access?

Is the student receiving adequate nutrition?

What time of day is the student able to participate in live instruction?

Do they need to switch to paper and book lessons rather than technology?

What other barriers are they facing that GVA can assist with eliminating?

GVA has Chromebooks, internet hot spots and meal services available for students who need them. Contact Chromebook Support at chromebooks@greatvalleyacademy.com if a Chromebook, Hot Spot or meal is needed for the student. Arrangements can be made for pick-up and possibly drop-off of devices.

Teacher Availability – Grade Level Teacher

Teachers are to provide ways that students can get in touch with them either through email or phone. Students will disengage quickly if they do not understand an assignment or have trouble getting access to answers. Teachers are to check their email and Parent Square throughout the day and allow for flexibility in their daily schedule to answer student/parent questions.

Utilizing Instructional Aides – Grade Level Teacher

Teachers should create a plan with their instructional aide on how to regularly check-in with the student to answer questions, provide assignment assistance, help troubleshoot technology struggles, etc.

Request Learner Feedback – Grade Level Teacher

Students who are asked for feedback are more engaged in their schoolwork. Teachers should provide opportunities for parents and students to give feedback on how distance learning is working for them and how it can be changed or adapted for increased engagement.

Administrator Assistance – Grade Level Teacher

If there is no marked improvement in engagement, teachers will inform their administrator. Administrators can assist with a plan for outreach to the student with the support of the School Student Assistance Specialist (SAS) including the potential need for health and social services.

Additionally, the administrator can assess the potential for transitioning the student to full-time in-person instruction, when feasible.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

GVA operates the National School Lunch and Breakfast Program. All school families receive emails and texts through our all-school communication system (ParentSquare) as a reminder to place their breakfast and lunch orders. This includes Free and Reduced Qualifying students. Parents may also come to the school office to use a computer kiosk to place their lunch and breakfast orders. Pick-up of breakfast and lunches occurs each Monday and Thursday from 9am - 1pm in the school parking lot. Each family order is bagged and delivered to their car. On Mondays, families receive their breakfast and lunch for Monday, Tuesday and Wednesday and Thursday they receive breakfast and lunch for Thursday and Friday.

With the recent approval from the USDA to offer the Seamless Summer Option (SSO) through 12/31/2020, Great Valley Academy will communicate the free breakfast and lunch option to all families including using social media to cast a wider net to those in the community who may need breakfast and lunch. Service days will remain Monday and Thursdays during the temporary SSO serving program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$74,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.98%	\$648,915

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our unduplicated (UP) qualifying students are always at the forefront of any consideration we make; from our parent communication tool which displays school communications in the family's native language to going above and beyond to ensure access to Chromebooks, hotspots and paper packets. The actions resulting from our plan will serve all students, while providing additional supports to our UPC qualifying student group.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Students in our UP qualifying group will receive priority for additional supports and additional live time. Our English Learner support lead continues to support staff and students with resources and tools in support of our English Learners, and our response to intervention (RTi) staff continue to support our UP qualifying students.

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy (GVA)	Leah Silvestre Franklin, CEO	l.silvestre@greatvalleyacademy.com 209-576-2283

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has wreaked havoc on the nation, the state, and in particular Stanislaus County. Stanislaus County has been a hotspot for virus positivity, and included in the list of counties with the highest infection rate for numerous weeks over the summer. COVID-19 has had a tremendous impact on all district schools, Great Valley Academy (GVA) included. The shelter in place order issued in March, began a period in which all of our lives were drastically changed; even the simplest of tasks became difficult and potentially dangerous. As school closures roll into the 2020-2021 school year, we continue to seek the most impactful supports and solutions for our students and staff.

Our students are struggling with the disruption in their daily routine, the lack of academic and other supports provided by school, lack of social connection and in some cases, difficulty in the home environment (exacerbated by the pandemic). Our staff continues to engage with students and families in support of academic and social emotional needs.

Our staff has been affected as well, with the disruption in routine for themselves, and their families, increased workload as we facilitate distance learning, lack of social connection and support as well as providing support for their own children's distance learning. As shelter in place restrictions were eased, we expanded access to onsite staff, placing a high priority on the creation and maintenance a safe working environment.

GVA, like other schools, struggles to meet the needs of both students and staff in these unprecedented times. We endeavor to make improvements in a consistent manner, with a focus on Safe. Loved. Learning for all.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement was facilitated by surveying families and staff in early June, and families, staff and students in late August. Family and staff surveys were facilitated using Survey Monkey using the ParentSquare messaging platform, which facilitates message translation to the family's specified primary language. ParentSquare is accessible via email, web access, and app access for cell phone users.

Student surveys for 3rd through 8th graders were distributed and collected via Google Forms, pushed out via their Google Classroom learning management system.

Surveys were completed at the end of school year 2019-2020 after school closure in March, and again after school reopening (2+ weeks) in the distance learning mode.

Family survey emails included an easily accessible survey link, both in English and Spanish, with further outreach including multiple reminder emails, also containing the survey links.

[A description of the options provided for remote participation in public meetings and public hearings.]

Beginning in March, each of our board meetings moved to the virtual format, using the Zoom platform. Zoom allows for video and audio participation, or audio only participation. Additionally, we created a public comment specific email address to provide a forum for submission of questions for those unable to attend the virtual meeting.

Meeting details, including Zoom link details are included on every board meeting agenda. GVA board meeting agendas are posted on our website, and posted at our school site location.

[A summary of the feedback provided by specific stakeholder groups.]

The June survey specifically looked at preferences for return to school for 2020-2021 the school year (if in person learning was not possible):

*87% of families were at least somewhat interested in returning in a hybrid educational setting

*69% of families were at least somewhat interested in returning in a distance learning educational setting

GVA solicited input on top concerns for students returning to school:

- *76% reported academic needs being met
- *62% reported health & safety
- *42% reported learning gaps
- *40% reported social emotional support

Additionally, we solicited input on what supports most benefited families during distance learning (March-June):

- *87% reported communication from teachers
- *82% reported academic support for their children
- *41% reported social emotional support for their children

*91% of teachers were at least somewhat interested in returning in a hybrid educational setting

*85% of teachers were at least somewhat interested in returning in a distance learning educational setting

The August survey specifically looked at input based on the early days of the 2020-2021 school year:

- *52% reported the overall effectiveness of this year's distance learning as somewhat effective
- *41% reported the overall effectiveness of this year's distance learning as very or extremely effective

Additionally, we solicited input on what support most benefited families during distance learning (this was an open ended question, these are the top trended responses):

- *Teachers: support & accessibility
- *Live meeting time, connecting with teachers
- *GVA staff (all levels) communication
- *Weekly assignments/daily tasks ahead of time
- *Availability of Chromebooks & technological support

We solicited input on what improvement would be suggested during distance learning (this was also an open ended question, these are the top trended responses):

- *More instructional live time
- *More 1-1 student support
- *Less work (time assigned not enough to complete tasks)
- *More paper & pencil assignments

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input influenced the following aspects of our Learning Continuity and Attendance Plan:

- *Technology distribution, with multiple opportunities for drive through pick up of Chromebooks and Hotspots
- *Strategic, consistent design for lesson plans, live time and student assignment delivery
- *Consistent, timely and effective communication from GVA staff
- *Reflection on student assignment minutes
- *Improvement in process and accessibility for tech support (students, parents, and staff)
- *Continued access to social emotional support for students and parents
- *Continued use of health and safety protocol and practices

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.

Upon reopening GVA will:

- *Implement a hybrid instructional model
 - *decrease the number of students on campus
 - *maintain recommended physical distancing
 - *provide instruction in small student cohorts
- *Continue to follow intensified sanitization, health and safety protocols
- *Provide additional handwashing stations
- *Teach and promote healthy hygiene practices
- *Provide meal service
- *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2)
- *Provide face coverings as needed

- *Check for symptoms (staff self-assess & document, families to screen student at home)
- *Plan for student & staff illness
- *Have CNA/LVN support
- *Have student assistance specialist support
- *Follow plan to revert to distance learning if circumstances warrant

GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.

Math:

- *Eureka Math (Core)
- *Zearn K-6 (Supplementary videos, resource materials)
- *Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)
- *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

- *Open Up (K-2) and EL Learning (3-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Mystery Science for core NGSS standards in combination with supporting resources

GVA teachers and support staff will assess academic levels in the following manner:

- *Formative assessment (in both distance and in person learning)
- *NWEA MAP assessment (after return to in person learning)

The following actions and strategies will be utilized to address learning loss and to accelerate learning progress for students:

- *Small group support & re-teach
- *1:1 support
- *Paraprofessional services for additional student support
- *Provision of intervention services
- *Implementation of expanded support models

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered learning environment that bridges in person learning, with distance learning and embraces our safe, loved and learning culture: *PPE for staff and students *Facilities maintenance & intensified sanitization protocol *Handwashing stations *English language learner support *Technology infrastructure support & maintenance *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE nursing support *SCOE behavioral analyst support *Onsite CNA/LVN support	\$677,565	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

GVA will continue to use standards aligned materials, instructional resources remain consistent between distance and in person models, which will mitigate curricular transition. Synchronous learning will occur daily during "live" class time as well as small group support and office hours, via Google Meets or Zoom platforms. Asynchronous learning will occur using staff made videos, and assignments pushed out via Google Classroom. All grade levels are using Google Classroom as the learning management system during distance learning. GVA provides parent technology videos and support available to ensure accessibility

Math:

*Eureka Math (Core)

*Zearn K-6 (Supplementary videos, resource materials)

*Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)

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*Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

*Mystery Science for core NGSS standards in combination with supporting resources

Academic minutes are assigned to each subject, use of curriculum remains the same as in person learning, with focus on power standards.

ELD will be provided to ELLs via Google Classroom assignments utilizing the ELL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified School District. ELL support staff will help teachers and paraprofessionals in the engagement process of distance learning when needed, and will provide parent support via tutorials on accessing distance learning tools, translated in parents' primary language.

Assessments:

*1-1 assessments will be conducted virtually

*Intervention uses placement assessments as part of services along with weekly checkpoints on skill acquisition

*Resource "live" time to determine SPED placement and progress toward skills

*Small Group Assessment (formative) during lessons, use of exit tickets as an end point to live lessons

*Informal formative assessment during live times to mark progress

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

GVA has distributed nearly 500 Chromebooks and hotspots to all families in need of internet access. The distribution process was facilitated by email request form via our communication platform ParentSquare, with follow up phone calls as needed. Forms were completed, and drive through pick up schedules were used for distribution. Three rounds of requests and pickups have been completed, with a fourth email process sent as follow up to ensure access to all in need. As an accessibility point of verification, we have had attendance of at least 98% each week since school re-opening.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

GVA will track student's progress in the following ways:

- *Participation in whole class live sessions as well as individually and in small groups
- *Participation in online activities; curriculum based, teacher video, other relevant video (video assignments include written or illustrated activity assignment)
- *Participation in paper & pencil based assignments
- *Participation in assessments

Teachers will assign the time value of work, using guidance from instructional materials as a guideline in the determination of values. The assignment values coupled with live class time are used to meet daily instructional minute requirements:

Kindergarten-180 minutes per day

First through third grades-230 minutes per day

Fourth through eighth grades-240 minutes per day

Using attendance and participation data, teachers will complete a weekly engagement report and regularly share the report with parents. Additionally, teachers consistently connect with parents using email, phone and virtual meetings.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

GVA staff are supported by professional development on multiple levels; we provide outsourced topics, and our site administrative teams provide development and support for teaching and paraprofessional staff. Site admin work with grade level teams weekly, in support of distance learning, curriculum, behavior management and general communication. Our new teacher support lead provides next level support for our new, and new to GVA teachers in conjunction with our induction lead. They do this through both group and individual opportunities. Some professional development and teacher support is provided in person, yet the majority is provided virtually. As we progress through the school year, we look forward to bringing our staff together for more in person professional development.

Professional Development for Distance Learning:

- *San Joaquin County Office of Education-Distance learning series
- *Stanislaus County Office of Education-Technology support and coaching (individualized teacher troubleshooting and "on demand support")
- *GVA-Technology support
- *Stanislaus County Office of Education-Social/Emotional Support
- *Stanislaus County Office of Education-Math (including paraprofessional trainings on overview of the math framework)

GVA has intentionally invested in supporting the development of our paraprofessionals, they have received both framework and grade span specific strategy focused Math training. Paraprofessionals are working alongside teachers to provide struggling students with 1-1 and small group support.

GVA staff have been provided a laptop, or Chromebook along with a hot spot if needed. Information technology staff provided initial support and continues to support staff in navigating challenges as they arise. Additionally, our teaching teams support each other and our paraprofessional staff with technological and varied support as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As with all schools, GVA staff have had to expand their areas of responsibility and specific tasks in support of all that is required to operate during a pandemic. We have allocated resources from our child care program to support technology distribution/ support, and to provide additional support for meal service distribution. Our operations department staff had to quickly pivot, become PPE experts, and get orders processed for supplies in support of staff and students. Additionally, the need for detailed sanitization processes and checklists required immediate action by the operations team.

Our maintenance department quickly converted to an intensive sanitization process, which requires additional hours on a regular basis. Our food services department moved to a seamless summer option of meal provision and a tripling in the number of meals served. Teachers and support staff were thrust into the brand new world of distance learning. All paraprofessionals, and connecting room staff have been assigned to student support roles. As requirements change, we continue to pivot and assign staff to roles that are most needed.

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- *Small group breakout sessions
- *Differentiated lessons
- *Digital platforms with assigned modules at current level

Instruction with targeted support

- *1:1 support
- *Additional paraprofessional support
- *In person small group support (when approved)

Instruction with intervention support

- *Formal intervention program
- *Extended learning hours

For our English Learners (EL), small group instruction will utilize the supports embedded in the core curriculum in support of their learning on class assignments and EL specific programs (for example EL edition for Reading A to Z). Individual and intervention support services be facilitated with the support of EL lead teacher.

For our students with exceptional needs, IEP's will be followed and ongoing communication with resource team and general education teachers will facilitate alignment with the most appropriate student supports.

For our students who are experiencing homelessness or in the foster care system, teachers and administration will work collaboratively in assessing most practicable and impactful supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

- GVA will measure effectiveness using the following:
- *Tracking reading levels through Reading A to Z
 - *Tracking progress on Eureka/Go Math
 - *Tracking progress through LexiaCore and Dreambox
 - *Curriculum assessment
 - *Engagement reports
 - *Ongoing formative assessments conducted in live meetings
-
- *NWEA (upon return to in person learning)
 - *Report cards
 - *State testing (when resumed)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of learning loss support (targeted resources)	\$199,266	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As GVA staff are in daily contact with students, they keep watch for red flags regarding student needs in an effort to identify students needing additional social emotional support. Our Student Assistance Specialist (SAS) works with students, parents and staff in support of meeting the social emotional needs of our students. SAS also provides resources and support to staff as applicable. GVA staff are working through an online training entitled “Building Resiliency: Returning to School in Uncertain Times” featuring Conscious Discipline, the foundation of GVA’s social emotional learning. In support of students and families, families received resource information to access mental health services.

GVA leadership facilitates regular check ins with staff, in order to provide support, clarification, encouragement and referrals as needed. Teaching and paraprofessional staff have the opportunity to work from their classroom, and have their children attend employer-sponsored child care on campus. Child care staff received technology and Google Classroom training in order to better support children’s distance learning while onsite. This has allowed staff with school aged children to work in their classrooms, while their children participate in supported distance learning. GVA staff have received information regarding Employee Assistance Programs, as well as health insurance sponsored mental health supports. Our Behavioral Analyst prepared a video PowerPoint presentation and handouts for GVA staff focusing on resiliency.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Reengagement Strategy Pursuant to California Assembly Bill 77 (AB77), each Local Education Agency (LEA) must develop and implement strategies for reengaging students who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Great Valley Academy’s (GVA) reengagement strategies include the following:

Verify Student/Parent Contact Information – Instructional Aide & Campus Office Manager

Verify contact information for the student and parent/guardian. The instructional aide or campus office manager will e-mail, text and call the parent/guardian to verify all information including current address is correct in Schoolwise.

If not correct, the campus office manager is notified to assist in updating the student record and/or to check the student hard copy records for accuracy. Additionally, a family member or friend on the student record may be contacted to seek correct contact information for the student.

If parents are Spanish speakers, teachers should enlist the assistance of the GVA Spanish language teachers to assist in providing instructions to parents and/or students.

Attendance Notification – Instructional Aide & Campus Attendance Clerk

Once contact has been established with the parent/guardian, a daily notification will be provided through all established communication channels when the student is absent. Absence includes, not participating in live instruction, not completing assigned work, not participating in

class online meetings, not meeting individual requests made by the teacher or instructional aide, etc. The parent/guardian will be informed of the impact of non-attendance including learning loss, chronic absenteeism reporting and grading implications.

Identify Barriers – Instructional Aide

In communication with the student and/or parent, barriers to student attendance and engagement may be identified. Examples include:

Do they have a computer or device to use for distance learning?

Do they have a proper internet connection?

Is an adult home during the day to assist with access?

Is the student receiving adequate nutrition?

What time of day is the student able to participate in live instruction?

Do they need to switch to paper and book lessons rather than technology?

What other barriers are they facing that GVA can assist with eliminating?

GVA has Chromebooks, internet hot spots and meal services available for students who need them. Contact Chromebook Support at chromebooks@greatvalleyacademy.com if a Chromebook, Hot Spot or meal is needed for the student. Arrangements can be made for pick-up and possibly drop-off of devices.

Teacher Availability – Grade Level Teacher

Teachers are to provide ways that students can get in touch with them either through email or phone. Students will disengage quickly if they do not understand an assignment or have trouble getting access to answers. Teachers are to check their email and Parent Square throughout the day and allow for flexibility in their daily schedule to answer student/parent questions.

Utilizing Instructional Aides – Grade Level Teacher

Teachers should create a plan with their instructional aide on how to regularly check-in with the student to answer questions, provide assignment assistance, help troubleshoot technology struggles, etc.

Request Learner Feedback – Grade Level Teacher

Students who are asked for feedback are more engaged in their schoolwork. Teachers should provide opportunities for parents and students to give feedback on how distance learning is working for them and how it can be changed or adapted for increased engagement.

Administrator Assistance – Grade Level Teacher

If there is no marked improvement in engagement, teachers will inform their administrator. Administrators can assist with a plan for outreach to the student with the support of the School Student Assistance Specialist (SAS) including the potential need for health and social services.

Additionally, the administrator can assess the potential for transitioning the student to full-time in-person instruction, when feasible.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

GVA operates the National School Lunch and Breakfast Program. All school families receive emails and texts through our all-school communication system (ParentSquare) as a reminder to place their breakfast and lunch orders. This includes Free and Reduced Qualifying students. Parents may also come to the school office to use a computer kiosk to place their lunch and breakfast orders. Pick-up of breakfast and lunches occurs each Monday and Thursday from 9am - 1pm in the school parking lot. Each family order is bagged and delivered to their car. On Mondays, families receive their breakfast and lunch for Monday, Tuesday and Wednesday and Thursday they receive breakfast and lunch for Thursday and Friday.

With the recent approval from the USDA to offer the Seamless Summer Option (SSO) through 12/31/2020, Great Valley Academy will communicate the free breakfast and lunch option to all families including using social media to cast a wider net to those in the community who may need breakfast and lunch. Service days will remain Monday and Thursdays during the temporary SSO serving program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$74,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.98%	\$648,915

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our unduplicated (UP) qualifying students are always at the forefront of any consideration we make; from our parent communication tool which displays school communications in the family's native language to going above and beyond to ensure access to Chromebooks, hotspots and paper packets. The actions resulting from our plan will serve all students, while providing additional supports to our UPC qualifying student group.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Students in our UP qualifying group will receive priority for additional supports and additional live time. Our English Learner support lead continues to support staff and students with resources and tools in support of our English Learners, and our response to intervention (RTi) staff continue to support our UP qualifying students.

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
Monday September 28, 2020
4:30 pm via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/85070409869?pwd=ejFkUzRRVk1XYUZXdTZldEU3VGtLdz09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 85070409869

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 2:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - a. **PUBLIC PARTICIPATION**
 - b. **MODESTO PRINCIPAL REPORT**
 - c. **SALIDA PRINCIPAL REPORT**
 - d. **HOMESCHOOL PRINCIPAL REPORT**
 - e. **CHIEF OPERATING OFFICER'S REPORT**
 - f. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - g. **FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of September 8, 2020
- b. Approval of the Minutes of Hearing of September 21, 2020

e. ACTION ITEMS

- a. Approval of Modesto Learning Continuity and Attendance Plan (LCP)
- b. Approval of Salida Learning Continuity and Attendance Plan (LCP)
- c. School Reopening Plan

f. INFORMATION AND DISCUSSION

- a. Monthly Financials

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – October 26, 2020
~4:30 PM via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

September 29,2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Sept 1st-Sept 17th]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	72	71.750	71.750%	71.851	99.08%
1	81	80.000	98.76%	79.481	97.90%
2	83	81.500	98.19	82.074	98.27%
3	87	84.666	97.3%	85.296	97.58%
4	71	69.666	98.12%	69.222	97.49%
5	94	90.500	96.27%	91.000	96.69%
6	102	100.583	98.61%	101.074	99.09%
7	91	89.833	98.71%	89.851	98.73%
8	90	88.083	98.05%	87.703	97.52%
Total	771	756.583	98.15	757.555	98.04%

2. Key Accomplishments:

- 7 Weeks of Distance Learning
- Implementation of Google Classroom School Wide
- Chromebooks distributed to all students of need
- Virtual Spirit Week
- 98% of attendance to date
- Successful drive through supply pick up
- virtual Friday Connection Videos
- Para SCOE Math Training

3. Upcoming Key Events/Activities:

- Weekly Staff 20 Minute Check In
- Finalizing Logistics for School Reopening- Teacher Brainstorming
- Thursdays- Ongoing SCOE Tech Support
- Continuation of distance learning processes

Great Valley Academy Salida

Charter School Monthly Summary Report

September 28th, 2020

YTD ADA Dates: 08/11/2020-09/22/2020

ADA Dates: 09/01/2020-09/22/2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Grade	Enrollment	ADA	ADA %	YTD	YTD%
K	91	89.21	97.12	90	97.50
1	85	84.07	98.90	84.52	98.63
2	95	93.78	98.72	93.86	98.51
3	92	90.78	98.68	91.20	99.13
4	90	89.50	99.44	89.90	99.57
5	90	89.64	99.60	89.90	99.35
6	92	90.78	98.68	91.14	98.69
7	86	83.36	96.92	83.90	97.55
8	95	92.50	97.36	92.72	97.60
Total	816	803.64	98.38	807.14	98.51

2. Key Accomplishments:

- a. 7 weeks of distance learning
- b. Successful implementation of learning platforms
 - b.i. Seesaw (K-2)
 - b.ii. Google Classroom (3-8)
- c. Salida admin. utilizing Google Classroom to support staff
- d. Chromebooks successfully deployed to families in need
- e. Attendance above 98%
- f. Materials continually distributed to families as needed
- g. Friday assemblies live on
- h. Initiating math training with SCOE
- i. Academic and developmental interventions serving students despite distance learning
- j. Kinder Shoot Out event: Traditional culminating event maintained via distance

- k. Multi-campus effort to establish hybrid learning model
- 3. Upcoming Key Events/Activities:
 - a. Team meetings conducted weekly
 - b. Continuing efforts towards hybrid model: logistics
 - c. Ongoing SCOE tech support each Thursday
 - d. Continue SCOE math training

Great Valley Academy Homeschool

Charter School Monthly Summary Report

September 28, 2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	12	12	100	12	100
1	16	16	99	16	99
2	11	11	98	11	98
3	14	14	100	14	100
4	10	10	100	10	100
5	11	11	100	11	100
6	8	9	100	9	100
7	11	11	100	11	100
8	6	6	100	6	100
Total	99	100	99	100	99

2. Key Accomplishments:

- a. August 31st – New Engagement and Attendance Reporting Forms
- b. September 1st – Homeschool Parent Orientation
- c. September 1st – Vendor Classes Resumed (Most virtually)
- d. September 3rd – Weekly Zoom Classes Begin

3. Upcoming Key Events/Activities:

- a. October 6th – Homeschool Parent Orientation
- b. October 12th – 16th – Fall Break

Chief Operating Officer's Report
September 28, 2020
Board Meeting



Process and Policy Updates

- ❖ Hybrid Learning Student/Parent Handbook – In Progress
- ❖ All Employee Return to Work Training – In Progress
- ❖ COVID 19 Contact Tracing School Protocols – In Progress

Multi-Campus Responsibilities

- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – In Progress
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Hybrid Schedule – In Progress
- ❖ Chromebook Management – Ongoing
- ❖ Learning Loss Mitigation Spending Plan
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Winter 2020
- ❖ Annual 19/20 Audit Completion – In Progress
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ August 2020
 - ❑ 2,362 Users Visited (78.2% New/21.8% Returning)
 - ❑ 7,734 Page Views
 - ❑ Users Averaged 1:45 Minutes on the Site
 - ❑ 46.55% Mobile – 51.29% Desktop – 2.16% Tablet
 - ❑ Type: Organic 66.5% – Direct 29.1% – Referral 3% – Social 1.4%

Training

- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ Charter Safe COVID Webinars – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing
- ❖ CSDC Virtual Conference – October 2020



Chief Executive Officer's Report
September 28, 2020
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in Central Valley Accelerator Cadre
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Weekly SCOE Superintendent meetings

Multi Campus

- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Expanded into adjoining suite

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes



**Founder's Report
Great Valley Academy
September 28, 2020**

Visual Evaluations and the Great Valley Smart (GVS) intervention program

GVS is currently serving a combined average of 175 students between the two campuses. There is a high attendance rate, so the GVS staff is very busy. We have also done a lot of organization and consolidation of activities, so the program is very efficient. The online program is working very well and it gives the GVS staff one on one time with our intervention students. As a side benefit of the online program GVA parents are gaining a better understanding of GVS and its role in helping their children become more efficient learners.

Visual Evaluations are being done by symptom surveys. Others are being done through on line observation. Although, there have not been many done at this time, they appear to be effective in determining student needs and I am anticipating that the number of these evaluations will increase as the school year gets rolling.

Teachers are continuing to request these evaluations and we are trying to fit new students into the program or put them on a wait list for the next rotation of new and returning students.

As part of the online program, the GVS staff is producing a number of training videos that demonstrate the procedures to the students and parents. This is a project that has been in the works for a long time and necessity has brought it to life. We keep adding new videos weekly and are storing them in an unlisted YouTube account with links given to the teachers. The links are also given to GVS intervention students, when appropriate.

As part of my exit plan, I have started training Lindsey Duran, a Salida GVA teacher and SRS director, about GVA's vision and learning pillar, visual anatomy and physiology, visual function and learning, visual analysis and decision making. We are meeting twice a week, 2 hours each, and will continue until we both feel she has enough of a foundation to screen students and determine GVS/SRS intervention programs.

I am also increasing the trainings for the GVS staff, to give them the knowledge and confidence in providing the appropriate decision making for individual student programs.

These training programs have just started but I am pleased with the progress so far.

Respectfully Submitted,

Eldon Rosenow, O.D.

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
September 8, 2020

MINUTES

Members Present: Yolanda Meraz, Vince Jamison, Steve Payne, Chad Wolf, Susan Nisan

Members Absent: Twila Tosh

Great Valley Academy Staff Present: Leah Silvestre, Marisa Meeks, Russ Howell, Michael Ruehle, Christine Frost, Dr. Eldon Rosenow, Kelli Rupe

Audience Present: Several parents, staff and community members

**Call to Order/
Pledge of Allegiance:** Mr. Payne welcomed everyone and led the Pledge of Allegiance.

Communications: **COMMUNICATIONS**

**Written
Communications:** None

Public Participation: Several parents, teachers and members of the community spoke about the waiver allowing schools to reopen.

**Modesto Principal
Report:** Mr. Ruehle spoke about the outstanding attendance rate of 98%. He also presented some of the parent survey results and what answers were trending in the open ended questions.

**Salida Principal
Report:** Mr. Howell spoke about some of the challenges with distance learning. He reported that the attendance rate was outstanding at 98.6%. He also reported some of the results from the student surveys.

**Homeschool Principal
Report:** Ms. Frost reported on the growth in the number of Homeschool students. Currently, there are 109 enrolled with 20 on the waiting list. There was also the highest parent input ever on the survey at 90% participation.

MINUTES

Regular Meeting of the Board

September 8, 2020

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Chief Operating

Officer's Report:

Mrs. Meeks reported that the multi campus support team continues to support GVA staff with technology and many other things. There have been over 1000 Chromebooks as well as several hotspots supplied to GVA families. There has also been a tech support system set up for our families.

Chief Executive

Officer's Report:

Ms. Silvestre spoke about working on the LCP plan and getting ready for the public hearing that will take place on September 21, 2020.

Founder's Report:

Dr. Rosenow gave an overview of the GVSmart intervention system.

Approval of Agenda/

Order of Agenda:

The motion was made by Mr. Wolf, seconded by Mr. Jamison, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf

NOES: None

ABSENT: Tosh, Nisan

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the consent agenda items. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf

NOES: None

ABSENT: Tosh, Nisan

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving the Modesto Unaudited Actuals. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

September 8, 2020

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b. The motion was made by Mrs. Meraz, seconded by Mr. Jamison approving the Salida Unaudited Actuals. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

c. The motion was made by Mr. Wolf, seconded by Mr. Payne approving the Homeschool live interaction frequency. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

d. The motion was made by Mr. Jamison, seconded by Mr. Wolf approving the 9/21/2020 Public Hearing. A roll call vote was taken.

AYES: Meraz, Jamison, Payne, Wolf, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Information and

Discussion:

Monthly Financials

Both campuses have a strong reserve

School Reopening Discussion

Ms. Silvestre gave a presentation on the school reopening waiver requirements and the guidelines to reopen schools. Several parents and community members made comments and asked questions.

Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – September 28, 2020

~4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 7:16 pm

**GREAT VALLEY ACADEMY
PUBLIC HEARING
September 21, 2020**

MINUTES

Members Present: Yolanda Meraz, Steve Payne, Vince Jamison, Susan Nisan, Twila Tosh

Members Absent: Chad Wolf

**Great Valley
Academy Staff Present:** Leah Silvestre, Marisa Meeks, Mike Ruehle, Christine Frost, Russ Howell, Kim Dobias, Gwenn Koski-Walker, Araceli Delgado, Kristin Sherman, Cindy Lee, Darla Saunders, Bri deVisser, Jennifer Farley

Audience Present: S. Ortiz, Katia Satavu

Call to Order: The Hearing was called to order by Mr. Payne at 4:30 pm

**Approval of Agenda/
Order of Agenda:** The motion was made by Mrs. Tosh, seconded by Vince Jamison, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Meraz, Payne, Jamison, Nisan, Tosh

NOES: None

ABSENT: Wolf

ABSTENTIONS: None

**Information and
Discussion:** Mr. Payne explained that the purpose of the Hearing was to present the Learning Continuity and Attendance Plans for both the Modesto and Salida campuses. He then opened it up for comments and/or questions. Hearing none, the matter was closed.

**Future Agenda
Items:** **FUTURE AGENDA ITEMS**
Next Regular Board Meeting – Monday September 28, 2020
~4:30 pm via Zoom

Adjournment: The meeting was adjourned at 4:36 pm

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy (GVA)	Leah Silvestre Franklin, CEO	l.silvestre@greatvalleyacademy.com 209-576-2283

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has wreaked havoc on the nation, the state, and in particular Stanislaus County. Stanislaus County has been a hotspot for virus positivity, and included in the list of counties with the highest infection rate for numerous weeks over the summer. COVID-19 has had a tremendous impact on all district schools, Great Valley Academy (GVA) included. The shelter in place order issued in March, began a period in which all of our lives were drastically changed; even the simplest of tasks became difficult and potentially dangerous. As school closures roll into the 2020-2021 school year, we continue to seek the most impactful supports and solutions for our students and staff.

Our students are struggling with the disruption in their daily routine, the lack of academic and other supports provided by school, lack of social connection and in some cases, difficulty in the home environment (exacerbated by the pandemic). Our staff continues to engage with students and families in support of academic and social emotional needs.

Our staff has been affected as well, with the disruption in routine for themselves, and their families, increased workload as we facilitate distance learning, lack of social connection and support as well as providing support for their own children's distance learning. As shelter in place restrictions were eased, we expanded access to onsite staff, placing a high priority on the creation and maintenance of a safe working environment.

GVA, like other schools, struggles to meet the needs of both students and staff in these unprecedented times. We endeavor to make improvements in a consistent manner, with a focus on Safe. Loved. Learning for all.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement was facilitated by surveying families and staff in early June, and families, staff and students in late August. Family and staff surveys were facilitated using Survey Monkey using the ParentSquare messaging platform, which facilitates message translation to the family's specified primary language. ParentSquare is accessible via email, web access, and app access for cell phone users.

Student surveys for 3rd through 8th graders were distributed and collected via Google Forms, pushed out via their Google Classroom learning management system.

Surveys were completed at the end of school year 2019-2020 after school closure in March, and again after school reopening (2+ weeks) in the distance learning mode.

Family survey emails included an easily accessible survey link, both in English and Spanish, with further outreach including multiple reminder emails, also containing the survey links.

[A description of the options provided for remote participation in public meetings and public hearings.]

Beginning in March, each of our board meetings moved to the virtual format, using the Zoom platform. Zoom allows for video and audio participation, or audio only participation. Additionally, we created a public comment specific email address to provide a forum for submission of questions for those unable to attend the virtual meeting.

Meeting details, including Zoom link details are included on every board meeting agenda. GVA board meeting agendas are posted on our website, and posted at our school site location.

[A summary of the feedback provided by specific stakeholder groups.]

The June survey specifically looked at preferences for return to school for 2020-2021 the school year (if in person learning was not possible):

*87% of families were at least somewhat interested in returning in a hybrid educational setting

*69% of families were at least somewhat interested in returning in a distance learning educational setting

GVA solicited input on top concerns for students returning to school:

- *76% reported academic needs being met
- *62% reported health & safety
- *42% reported learning gaps
- *40% reported social emotional support

Additionally, we solicited input on what supports most benefited families during distance learning (March-June):

- *87% reported communication from teachers
- *82% reported academic support for their children
- *41% reported social emotional support for their children

*91% of teachers were at least somewhat interested in returning in a hybrid educational setting

*85% of teachers were at least somewhat interested in returning in a distance learning educational setting

The August survey specifically looked at input based on the early days of the 2020-2021 school year:

- *52% reported the overall effectiveness of this year's distance learning as somewhat effective
- *41% reported the overall effectiveness of this year's distance learning as very or extremely effective

Additionally, we solicited input on what support most benefited families during distance learning (this was an open ended question, these are the top trended responses):

- *Teachers: support & accessibility
- *Live meeting time, connecting with teachers
- *GVA staff (all levels) communication
- *Weekly assignments/daily tasks ahead of time
- *Availability of Chromebooks & technological support

We solicited input on what improvement would be suggested during distance learning (this was also an open ended question, these are the top trended responses):

- *More instructional live time
- *More 1-1 student support
- *Less work (time assigned not enough to complete tasks)
- *More paper & pencil assignments

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input influenced the following aspects of our Learning Continuity and Attendance Plan:

- *Technology distribution, with multiple opportunities for drive through pick up of Chromebooks and Hotspots
- *Strategic, consistent design for lesson plans, live time and student assignment delivery
- *Consistent, timely and effective communication from GVA staff
- *Reflection on student assignment minutes
- *Improvement in process and accessibility for tech support (students, parents, and staff)
- *Continued access to social emotional support for students and parents
- *Continued use of health and safety protocol and practices

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.

Upon reopening GVA will:

- *Implement a hybrid instructional model
 - *decrease the number of students on campus
 - *maintain recommended physical distancing
 - *provide instruction in small student cohorts
- *Continue to follow intensified sanitization, health and safety protocols
- *Provide additional handwashing stations
- *Teach and promote healthy hygiene practices
- *Provide meal service
- *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2)
- *Provide face coverings as needed

- *Check for symptoms (staff self-assess & document, families to screen student at home)
- *Plan for student & staff illness
- *Have CNA/LVN support
- *Have student assistance specialist support
- *Follow plan to revert to distance learning if circumstances warrant

GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.

Math:

- *Eureka Math (Core)
- *Zearn K-6 (Supplementary videos, resource materials)
- *Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)
- *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

- *Open Up (K-2) and EL Learning (3-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Mystery Science for core NGSS standards in combination with supporting resources

GVA teachers and support staff will assess academic levels in the following manner:

- *Formative assessment (in both distance and in person learning)
- *NWEA MAP assessment (after return to in person learning)

The following actions and strategies will be utilized to address learning loss and to accelerate learning progress for students:

- *Small group support & re-teach
- *1:1 support
- *Paraprofessional services for additional student support
- *Provision of intervention services
- *Implementation of expanded support models

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered learning environment that bridges in person learning, with distance learning and embraces our safe, loved and learning culture: *PPE for staff and students *Facilities maintenance & intensified sanitization protocol *Handwashing stations *English language learner support *Technology infrastructure support & maintenance *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE nursing support *SCOE behavioral analyst support *Onsite CNA/LVN support	\$677,565	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

GVA will continue to use standards aligned materials, instructional resources remain consistent between distance and in person models, which will mitigate curricular transition. Synchronous learning will occur daily during "live" class time as well as small group support and office hours, via Google Meets or Zoom platforms. Asynchronous learning will occur using staff made videos, and assignments pushed out via Google Classroom. All grade levels are using Google Classroom as the learning management system during distance learning. GVA provides parent technology videos and support available to ensure accessibility

Math:

*Eureka Math (Core)

*Zearn K-6 (Supplementary videos, resource materials)

*Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards)

*Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

*Open Up (K-2) and EL Learning (3-8)

*Reading A to Z for assessment along with RAZ Kids

*Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking

Science:

*Mystery Science for core NGSS standards in combination with supporting resources

Academic minutes are assigned to each subject, use of curriculum remains the same as in person learning, with focus on power standards.

ELD will be provided to ELLs via Google Classroom assignments utilizing the ELL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified School District. ELL support staff will help teachers and paraprofessionals in the engagement process of distance learning when needed, and will provide parent support via tutorials on accessing distance learning tools, translated in parents' primary language.

Assessments:

*1-1 assessments will be conducted virtually

*Intervention uses placement assessments as part of services along with weekly checkpoints on skill acquisition

*Resource "live" time to determine SPED placement and progress toward skills

*Small Group Assessment (formative) during lessons, use of exit tickets as an end point to live lessons

*Informal formative assessment during live times to mark progress

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

GVA has distributed nearly 500 Chromebooks and hotspots to all families in need of internet access. The distribution process was facilitated by email request form via our communication platform ParentSquare, with follow up phone calls as needed. Forms were completed, and drive through pick up schedules were used for distribution. Three rounds of requests and pickups have been completed, with a fourth email process sent as follow up to ensure access to all in need. As an accessibility point of verification, we have had attendance of at least 98% each week since school re-opening.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

GVA will track student's progress in the following ways:

- *Participation in whole class live sessions as well as individually and in small groups
- *Participation in online activities; curriculum based, teacher video, other relevant video (video assignments include written or illustrated activity assignment)
- *Participation in paper & pencil based assignments
- *Participation in assessments

Teachers will assign the time value of work, using guidance from instructional materials as a guideline in the determination of values. The assignment values coupled with live class time are used to meet daily instructional minute requirements:

Kindergarten-180 minutes per day

First through third grades-230 minutes per day

Fourth through eighth grades-240 minutes per day

Using attendance and participation data, teachers will complete a weekly engagement report and regularly share the report with parents. Additionally, teachers consistently connect with parents using email, phone and virtual meetings.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

GVA staff are supported by professional development on multiple levels; we provide outsourced topics, and our site administrative teams provide development and support for teaching and paraprofessional staff. Site admin work with grade level teams weekly, in support of distance learning, curriculum, behavior management and general communication. Our new teacher support lead provides next level support for our new, and new to GVA teachers in conjunction with our induction lead. They do this through both group and individual opportunities. Some professional development and teacher support is provided in person, yet the majority is provided virtually. As we progress through the school year, we look forward to bringing our staff together for more in person professional development.

Professional Development for Distance Learning:

- *San Joaquin County Office of Education-Distance learning series
- *Stanislaus County Office of Education-Technology support and coaching (individualized teacher troubleshooting and "on demand support")
- *GVA-Technology support
- *Stanislaus County Office of Education-Social/Emotional Support
- *Stanislaus County Office of Education-Math (including paraprofessional trainings on overview of the math framework)

GVA has intentionally invested in supporting the development of our paraprofessionals, they have received both framework and grade span specific strategy focused Math training. Paraprofessionals are working alongside teachers to provide struggling students with 1-1 and small group support.

GVA staff have been provided a laptop, or Chromebook along with a hot spot if needed. Information technology staff provided initial support and continues to support staff in navigating challenges as they arise. Additionally, our teaching teams support each other and our paraprofessional staff with technological and varied support as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As with all schools, GVA staff have had to expand their areas of responsibility and specific tasks in support of all that is required to operate during a pandemic. We have allocated resources from our child care program to support technology distribution/ support, and to provide additional support for meal service distribution. Our operations department staff had to quickly pivot, become PPE experts, and get orders processed for supplies in support of staff and students. Additionally, the need for detailed sanitization processes and checklists required immediate action by the operations team.

Our maintenance department quickly converted to an intensive sanitization process, which requires additional hours on a regular basis. Our food services department moved to a seamless summer option of meal provision and a tripling in the number of meals served. Teachers and support staff were thrust into the brand new world of distance learning. All paraprofessionals, and connecting room staff have been assigned to student support roles. As requirements change, we continue to pivot and assign staff to roles that are most needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GVA students with unique needs receive front line support through our general education teaching staff, our special education teaching staff as well as our paraprofessional support team.

Our students with exceptional needs have begun the 1-1 assessment process as needed virtually, and moved to an in person model where possible. Students receive their individual, group minutes and specialized service minutes via Zoom or Google Classroom, with small group services moving to an in person model in the near future. Staff, students and parents have access to support resources from our Student Assistance Specialist (social emotional support) and our Behavioral Analyst (behavioral support).

GVA English learners (EL) receive front line support through our general education teaching staff, and our paraprofessional support team with support from on English learner lead teacher. English Language Development (ELD) will be provided to EL's via Google Classroom assignments utilizing the EL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified

School District. EL lead teacher will help teachers and paraprofessionals in the engagement process of distance learning as needed. EL lead teacher will provide parent support via tutorials on accessing distance learning tools, with translation of communications in parents' primary language.

GVA occasionally has students who are experiencing homelessness or in the foster care system. Our staff connect with families to determine additional academic and supportive services needs as well as community referrals as appropriate.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered distance learning environment that bridges with in person learning and embraces our safe, loved and learning culture: *Digital instructional resources *Professional development *English language learner support *Technology infrastructure support & maintenance *Chromebook & hotspot provision *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE behavioral analyst support	\$465,395	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

GVA will address unfinished learning from 2019-2020 and learning loss by assessing students using curriculum based formative assessments (both in distance learning and in person when returned to in person instruction). Students will be consistently assessed both formally and informally in both distance an in person learning models. Once we have returned to in person instruction, students will be assessed using NWEA MAP to obtain comparative academic growth or understand learning gaps. Assessment data will be used in determination of further interventions as necessary. For EL students, learning progress will be monitored using local assessments and ELPAC data.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Using the data from above assessment process, students will have access to learning loss supports noted below:

Instruction with differentiated support

- *Small group re-teaching
- *Small group breakout sessions
- *Differentiated lessons
- *Digital platforms with assigned modules at current level

Instruction with targeted support

- *1:1 support
- *Additional paraprofessional support
- *In person small group support (when approved)

Instruction with intervention support

- *Formal intervention program
- *Extended learning hours

For our English Learners (EL), small group instruction will utilize the supports embedded in the core curriculum in support of their learning on class assignments and EL specific programs (for example EL edition for Reading A to Z). Individual and intervention support services be facilitated with the support of EL lead teacher.

For our students with exceptional needs, IEP's will be followed and ongoing communication with resource team and general education teachers will facilitate alignment with the most appropriate student supports.

For our students who are experiencing homelessness or in the foster care system, teachers and administration will work collaboratively in assessing most practicable and impactful supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

- GVA will measure effectiveness using the following:
- *Tracking reading levels through Reading A to Z
 - *Tracking progress on Eureka/Go Math
 - *Tracking progress through LexiaCore and Dreambox
 - *Curriculum assessment
 - *Engagement reports
 - *Ongoing formative assessments conducted in live meetings
-
- *NWEA (upon return to in person learning)
 - *Report cards
 - *State testing (when resumed)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of learning loss support (targeted resources)	\$199,266	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As GVA staff are in daily contact with students, they keep watch for red flags regarding student needs in an effort to identify students needing additional social emotional support. Our Student Assistance Specialist (SAS) works with students, parents and staff in support of meeting the social emotional needs of our students. SAS also provides resources and support to staff as applicable. GVA staff are working through an online training entitled “Building Resiliency: Returning to School in Uncertain Times” featuring Conscious Discipline, the foundation of GVA’s social emotional learning. In support of students and families, families received resource information to access mental health services.

GVA leadership facilitates regular check ins with staff, in order to provide support, clarification, encouragement and referrals as needed. Teaching and paraprofessional staff have the opportunity to work from their classroom, and have their children attend employer-sponsored child care on campus. Child care staff received technology and Google Classroom training in order to better support children’s distance learning while onsite. This has allowed staff with school aged children to work in their classrooms, while their children participate in supported distance learning. GVA staff have received information regarding Employee Assistance Programs, as well as health insurance sponsored mental health supports. Our Behavioral Analyst prepared a video PowerPoint presentation and handouts for GVA staff focusing on resiliency.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Reengagement Strategy Pursuant to California Assembly Bill 77 (AB77), each Local Education Agency (LEA) must develop and implement strategies for reengaging students who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Great Valley Academy’s (GVA) reengagement strategies include the following:

Verify Student/Parent Contact Information – Instructional Aide & Campus Office Manager

Verify contact information for the student and parent/guardian. The instructional aide or campus office manager will e-mail, text and call the parent/guardian to verify all information including current address is correct in Schoolwise.

If not correct, the campus office manager is notified to assist in updating the student record and/or to check the student hard copy records for accuracy. Additionally, a family member or friend on the student record may be contacted to seek correct contact information for the student.

If parents are Spanish speakers, teachers should enlist the assistance of the GVA Spanish language teachers to assist in providing instructions to parents and/or students.

Attendance Notification – Instructional Aide & Campus Attendance Clerk

Once contact has been established with the parent/guardian, a daily notification will be provided through all established communication channels when the student is absent. Absence includes, not participating in live instruction, not completing assigned work, not participating in

class online meetings, not meeting individual requests made by the teacher or instructional aide, etc. The parent/guardian will be informed of the impact of non-attendance including learning loss, chronic absenteeism reporting and grading implications.

Identify Barriers – Instructional Aide

In communication with the student and/or parent, barriers to student attendance and engagement may be identified. Examples include:

Do they have a computer or device to use for distance learning?

Do they have a proper internet connection?

Is an adult home during the day to assist with access?

Is the student receiving adequate nutrition?

What time of day is the student able to participate in live instruction?

Do they need to switch to paper and book lessons rather than technology?

What other barriers are they facing that GVA can assist with eliminating?

GVA has Chromebooks, internet hot spots and meal services available for students who need them. Contact Chromebook Support at chromebooks@greatvalleyacademy.com if a Chromebook, Hot Spot or meal is needed for the student. Arrangements can be made for pick-up and possibly drop-off of devices.

Teacher Availability – Grade Level Teacher

Teachers are to provide ways that students can get in touch with them either through email or phone. Students will disengage quickly if they do not understand an assignment or have trouble getting access to answers. Teachers are to check their email and Parent Square throughout the day and allow for flexibility in their daily schedule to answer student/parent questions.

Utilizing Instructional Aides – Grade Level Teacher

Teachers should create a plan with their instructional aide on how to regularly check-in with the student to answer questions, provide assignment assistance, help troubleshoot technology struggles, etc.

Request Learner Feedback – Grade Level Teacher

Students who are asked for feedback are more engaged in their schoolwork. Teachers should provide opportunities for parents and students to give feedback on how distance learning is working for them and how it can be changed or adapted for increased engagement.

Administrator Assistance – Grade Level Teacher

If there is no marked improvement in engagement, teachers will inform their administrator. Administrators can assist with a plan for outreach to the student with the support of the School Student Assistance Specialist (SAS) including the potential need for health and social services.

Additionally, the administrator can assess the potential for transitioning the student to full-time in-person instruction, when feasible.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

GVA operates the National School Lunch and Breakfast Program. All school families receive emails and texts through our all-school communication system (ParentSquare) as a reminder to place their breakfast and lunch orders. This includes Free and Reduced Qualifying students. Parents may also come to the school office to use a computer kiosk to place their lunch and breakfast orders. Pick-up of breakfast and lunches occurs each Monday and Thursday from 9am - 1pm in the school parking lot. Each family order is bagged and delivered to their car. On Mondays, families receive their breakfast and lunch for Monday, Tuesday and Wednesday and Thursday they receive breakfast and lunch for Thursday and Friday.

With the recent approval from the USDA to offer the Seamless Summer Option (SSO) through 12/31/2020, Great Valley Academy will communicate the free breakfast and lunch option to all families including using social media to cast a wider net to those in the community who may need breakfast and lunch. Service days will remain Monday and Thursdays during the temporary SSO serving program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$74,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.98%	\$648,915

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our unduplicated (UP) qualifying students are always at the forefront of any consideration we make; from our parent communication tool which displays school communications in the family's native language to going above and beyond to ensure access to Chromebooks, hotspots and paper packets. The actions resulting from our plan will serve all students, while providing additional supports to our UP qualifying student group.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Students in our UP qualifying group will receive priority for additional supports and additional live time. Our English Learner support lead continues to support staff and students with resources and tools in support of our English Learners, and our response to intervention (RTi) staff continue to support our UP qualifying students.

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy-Salida (GVA)	Leah Silvestre Franklin, CEO	l.silvestre@greatvalleyacademy.com 209-576-2283

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has wreaked havoc on the nation, the state, and in particular Stanislaus County. Stanislaus County has been a hotspot for virus positivity, and included in the list of counties with the highest infection rate for numerous weeks over the summer. COVID-19 has had a tremendous impact on all district schools, Great Valley Academy (GVA) included. The shelter in place order issued in March, began a period in which all of our lives were drastically changed; even the simplest of tasks became difficult and potentially dangerous. As school closures roll into the 2020-2021 school year, we continue to seek the most impactful supports and solutions for our students and staff.

Our students are struggling with the disruption in their daily routine, the lack of academic and other supports provided by school, lack of social connection and in some cases, difficulty in the home environment (exacerbated by the pandemic). Our staff continues to engage with students and families in support of academic and social emotional needs.

Our staff has been affected as well, with the disruption in routine for themselves, and their families, increased workload as we facilitate distance learning, lack of social connection and support as well as providing support for their own children's distance learning. As shelter in place restrictions were eased, we expanded access to onsite staff, placing a high priority on the creation and maintenance of a safe working environment.

GVA, like other schools, struggles to meet the needs of both students and staff in these unprecedented times. We endeavor to make improvements in a consistent manner, with a focus on Safe. Loved. Learning for all.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Stakeholder engagement was facilitated by surveying families and staff in early June, and families, staff and students in late August. Family and staff surveys were facilitated using Survey Monkey using the ParentSquare messaging platform, which facilitates message translation to the family's specified primary language. ParentSquare is accessible via email, web access, and app access for cell phone users.

Student surveys for 3rd through 8th graders were distributed and collected via Google Forms, pushed out via their Google Classroom learning management system.

Surveys were completed at the end of school year 2019-2020 after school closure in March, and again after school reopening (2+ weeks) in the distance learning mode.

Family survey emails included an easily accessible survey link, both in English and Spanish, with further outreach including multiple reminder emails, also containing the survey links.

[A description of the options provided for remote participation in public meetings and public hearings.]

Beginning in March, each of our board meetings moved to the virtual format, using the Zoom platform. Zoom allows for video and audio participation, or audio only participation. Additionally, we created a public comment specific email address to provide a forum for submission of questions for those unable to attend the virtual meeting.

Meeting details, including Zoom link details are included on every board meeting agenda. GVA board meeting agendas are posted on our website, and posted at our school site location.

[A summary of the feedback provided by specific stakeholder groups.]

The June survey specifically looked at preferences for return to school for 2020-2021 the school year (if in person learning was not possible):

*91% of families were at least somewhat interested in returning in a hybrid educational setting

*65% of families were at least somewhat interested in returning in a distance learning educational setting

GVA solicited input on top concerns for students returning to school:

- *84% reported academic needs being met
- *62% reported health & safety
- *49% reported learning gaps
- *49% reported social emotional support

Additionally, we solicited input on what supports most benefited families during distance learning (March-June):

- *91% reported communication from teachers
- *71% reported academic support for their children
- *26% reported social emotional support for their children

*97% of teachers were at least somewhat interested in returning in a hybrid educational setting

*94% of teachers were at least somewhat interested in returning in a distance learning educational setting

The August survey specifically looked at input based on the early days of the 2020-2021 school year:

- *48% reported the overall effectiveness of this year's distance learning as somewhat effective
- *46% reported the overall effectiveness of this year's distance learning as very or extremely effective

When asked about distance learning, students (grades 3-8) reported the following:

- *21% reported feeling extremely successful
- *46% reported feeling mostly successful
- *26% reported feeling somewhat successful
- *7% reported feeling not very successful

Additionally, we solicited input on what support most benefited families during distance learning (this was an open ended question, these are the top trended responses):

- *Teachers: support & accessibility
- *Live meeting time, connecting with teachers
- *GVA staff (all levels) communication
- *Weekly assignments/daily tasks ahead of time
- *Availability of Chromebooks & technological support

We solicited input on what improvement would be suggested during distance learning (this was also an open ended question, these are the top trended responses):

- *More instructional live time
- *More 1-1 student support

- *Less work (time assigned not enough to complete tasks)
- *More paper & pencil assignments

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input influenced the following aspects of our Learning Continuity and Attendance Plan:

- *Technology distribution, with multiple opportunities for drive through pick up of Chromebooks and Hotspots
- *Strategic, consistent design for lesson plans, live time and student assignment delivery
- *Consistent, timely and effective communication from GVA staff
- *Reflection on student assignment minutes
- *Improvement in process and accessibility for tech support (students, parents, and staff)
- *Continued access to social emotional support for students and parents
- *Continued use of health and safety protocol and practices

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.

Upon reopening GVA will:

- *Implement a hybrid instructional model
 - *decrease the number of students on campus
 - *maintain recommended physical distancing

- *provide instruction in small student cohorts
- *Continue to follow intensified sanitization, health and safety protocols
- *Provide additional handwashing stations
- *Teach and promote healthy hygiene practices
- *Provide meal service
- *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2)
- *Provide face coverings as needed
- *Check for symptoms (staff self-assess & document, families to screen student at home)
- *Plan for student & staff illness
- *Have CNA/LVN support
- *Have student assistance specialist support
- *Follow plan to revert to distance learning if circumstances warrant

GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.

Math:

- *Go Math (Core)
- *Moby Max digital supplement for math skills practice (including some instruction on the skills/standards)
- *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

- *Wonders (K-6) and Collections (7-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore (K-5) digital platform for reading skills/fluency/comprehension practice and tracking
- *Reading plus (6-8) digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Studies Weekly (K-5)
- *Discovery Education (6-8)

GVA teachers and support staff will assess academic levels in the following manner:

- *Formative assessment (in both distance and in person learning)
- *NWEA MAP assessment (after return to in person learning)

The following actions and strategies will be utilized to address learning loss and to accelerate learning progress for students:

- *Small group support & re-teach
- *1:1 support
- *Paraprofessional services for additional student support
- *Provision of intervention services
- *Implementation of expanded support models

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered learning environment that bridges in person learning, with distance learning and embraces our safe, loved and learning culture: *PPE for staff and students *Facilities maintenance & intensified sanitization protocol *Handwashing stations *English language learner support *Technology infrastructure support & maintenance *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE nursing support *SCOE behavioral analyst support *Onsite CNA/LVN support	\$597,472	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

GVA will continue to use standards aligned materials, instructional resources remain consistent between distance and in person models, which will mitigate curricular transition. Synchronous learning will occur daily during "live" class time as well as small group support and office hours, via Google Meets or Zoom platforms. Asynchronous learning will occur using staff made videos, and assignments pushed out

via Google Classroom. Grade levels K-2 are using Seesaw and grade levels 3-8 are using Google Classroom as their learning management system during distance learning. GVA provides parent technology videos and support available to ensure accessibility

Math:

- *Go Math (Core)
- *Moby Max digital supplement for math skills practice (including some instruction on the skills/standards)
- *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards)

ELA:

- *Wonders (K-6) and Collections (7-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore (K-5) digital platform for reading skills/fluency/comprehension practice and tracking
- *Reading plus (6-8) digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Studies Weekly (K-5)
- *Discovery Education (6-8)

Academic minutes are assigned to each subject, use of curriculum remains the same as in person learning, with focus on power standards.

ELD will be provided to ELLs via Google Classroom assignments utilizing the ELL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified School District. ELL support staff will help teachers and paraprofessionals in the engagement process of distance learning when needed, and will provide parent support via tutorials on accessing distance learning tools, translated in parents' primary language.

Assessments:

- *1-1 assessments will be conducted virtually
- *Intervention uses placement assessments as part of services along with weekly checkpoints on skill acquisition
- *Resource "live" time to determine SPED placement and progress toward skills
- *Small Group Assessment (formative) during lessons, use of exit tickets as an end point to live lessons
- *Informal formative assessment during live times to mark progress

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

GVA has distributed nearly 500 Chromebooks and hotspots to all families in need of internet access. The distribution process was facilitated by email request form via our communication platform ParentSquare, with follow up phone calls as needed. Forms were completed, and drive through pick up schedules were used for distribution. Three rounds of requests and pickups have been completed, with a fourth email process sent as follow up to ensure access to all in need. As an accessibility point of verification, we have had attendance of at least 98% each week since school re-opening.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

- GVA will track student’s progress in the following ways:
- *Participation in whole class live sessions as well as individually and in small groups
 - *Participation in online activities; curriculum based, teacher video, other relevant video (video assignments include written or illustrated activity assignment)
 - *Participation in paper & pencil based assignments
 - *Participation in assessments

Teachers will assign the time value of work, using guidance from instructional materials as a guideline in the determination of values. The assignment values coupled with live class time are used to meet daily instructional minute requirements:

- Kindergarten-180 minutes per day
- First through third grades-230 minutes per day
- Fourth through eighth grades-240 minutes per day

Using attendance and participation data, teachers will complete a weekly engagement report and regularly share the report with parents. Additionally, teachers consistently connect with parents using email, phone and virtual meetings.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

GVA staff are supported by professional development on multiple levels; we provide outsourced topics, and our site administrative teams provide development and support for teaching and paraprofessional staff. Site admin work with grade level teams weekly, in support of distance learning, curriculum, behavior management and general communication. Our new teacher support lead provides next level support for our new, and new to GVA teachers in conjunction with our induction lead. They do this through both group and individual opportunities. Some professional development and teacher support is provided in person, yet the majority is provided virtually. As we progress through the school year, we look forward to bringing our staff together for more in person professional development.

Professional Development for Distance Learning:

- *San Joaquin County Office of Education-Distance learning series
- *Stanislaus County Office of Education-Technology support and coaching (individualized teacher troubleshooting and "on demand support")
- *GVA-Technology support
- *Stanislaus County Office of Education-Social/Emotional Support

GVA staff have been provided a laptop, or Chromebook along with a hot spot if needed. Information technology staff provided initial support and continues to support staff in navigating challenges as they arise. Additionally, our teaching teams support each other and our paraprofessional staff with technological and varied support as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As with all schools, GVA staff have had to expand their areas of responsibility and specific tasks in support of all that is required to operate during a pandemic. We have allocated resources from our child care program to support technology distribution/ support, and to provide additional support for meal service distribution. Our operations department staff had to quickly pivot, become PPE experts, and get orders processed for supplies in support of staff and students. Additionally, the need for detailed sanitization processes and checklists required immediate action by the operations team.

Our maintenance department quickly converted to an intensive sanitization process, which requires additional hours on a regular basis. Our food services department moved to a seamless summer option of meal provision and a tripling in the number of meals served. Teachers and support staff were thrust into the brand new world of distance learning. All paraprofessionals, and connecting room staff have been assigned to student support roles. As requirements change, we continue to pivot and assign staff to roles that are most needed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GVA students with unique needs receive front line support through our general education teaching staff, our special education teaching staff as well as our paraprofessional support team.

Our students with exceptional needs have begun the 1-1 assessment process as needed virtually, and moved to an in person model where possible. Students receive their individual, group minutes and specialized service minutes via Zoom or Google Classroom, with small group services moving to an in person model in the near future. Staff, students and parents have access to support resources from our Student Assistance Specialist (social emotional support) and our Behavioral Analyst (behavioral support).

GVA English learners (EL) receive front line support through our general education teaching staff, and our paraprofessional support team with support from on English learner lead teacher. English Language Development (ELD) will be provided to EL's via Google Classroom assignments utilizing the EL Edition of the Reading A to Z program and the designated ELD choice boards designed by Sanger Unified School District. EL lead teacher will help teachers and paraprofessionals in the engagement process of distance learning as needed. EL lead teacher will provide parent support via tutorials on accessing distance learning tools, with translation of communications in parents' primary language.

GVA occasionally has students who are experiencing homelessness or in the foster care system. Our staff connect with families to determine additional academic and supportive services needs as well as community referrals as appropriate.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of a safe, student centered distance learning environment that bridges with in person learning and embraces our safe, loved and learning culture: *Digital instructional resources *Professional development *English language learner support *Technology infrastructure support & maintenance *Chromebook & hotspot provision *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE behavioral analyst support	\$341,892	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

GVA will address unfinished learning from 2019-2020 and learning loss by assessing students using curriculum based formative assessments (both in distance learning and in person when returned to in person instruction). Students will be consistently assessed both formally and informally in both distance and in person learning models. Once we have returned to in person instruction, students will be assessed using NWEA MAP to obtain comparative academic growth or understand learning gaps. Assessment data will be used in determination of further interventions as necessary. For EL students, learning progress will be monitored using local assessments and ELPAC data.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Using the data from above assessment process, students will have access to learning loss supports noted below:

Instruction with differentiated support

- *Small group re-teaching
- *Small group breakout sessions
- *Differentiated lessons
- *Digital platforms with assigned modules at current level

Instruction with targeted support

- *1:1 support
- *Additional paraprofessional support
- *In person small group support (when approved)

Instruction with intervention support

- *Formal intervention program
- *Extended learning hours

For our English Learners (EL), small group instruction will utilize the supports embedded in the core curriculum in support of their learning on class assignments and EL specific programs (for example EL edition for Reading A to Z). Individual and intervention support services be facilitated with the support of EL lead teacher.

For our students with exceptional needs, IEP's will be followed and ongoing communication with resource team and general education teachers will facilitate alignment with the most appropriate student supports.

For our students who are experiencing homelessness or in the foster care system, teachers and administration will work collaboratively in assessing most practicable and impactful supports.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

- GVA will measure effectiveness using the following:
- *Tracking reading levels through Reading A to Z
 - *Tracking progress on Go Math
 - *Tracking progress through LexiaCore
 - *Curriculum assessment
 - *Engagement reports
 - *Ongoing formative assessments conducted in live meetings
-
- *NWEA (upon return to in person learning)
 - *Report cards
 - *State testing (when resumed)

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provision of learning loss support (targeted resources)	\$192,532	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

As GVA staff are in daily contact with students, they keep watch for red flags regarding student needs in an effort to identify students needing additional social emotional support. Our Student Assistance Specialist (SAS) works with students, parents and staff in support of meeting the social emotional needs of our students. SAS also provides resources and support to staff as applicable. GVA staff are working through an online training entitled “Building Resiliency: Returning to School in Uncertain Times” featuring Conscious Discipline, the foundation of GVA’s social emotional learning. In support of students and families, families received resource information to access mental health services.

GVA leadership facilitates regular check ins with staff, in order to provide support, clarification, encouragement and referrals as needed. Teaching and paraprofessional staff have the opportunity to work from their classroom, and have their children attend employer-sponsored child care on campus. Child care staff received technology and Google Classroom training in order to better support children’s distance learning while onsite. This has allowed staff with school aged children to work in their classrooms, while their children participate in supported distance learning. GVA staff have received information regarding Employee Assistance Programs, as well as health insurance sponsored mental health supports. Our Behavioral Analyst prepared a video PowerPoint presentation and handouts for GVA staff focusing on resiliency.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Reengagement Strategy Pursuant to California Assembly Bill 77 (AB77), each Local Education Agency (LEA) must develop and implement strategies for reengaging students who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Great Valley Academy’s (GVA) reengagement strategies include the following:

Verify Student/Parent Contact Information – Instructional Aide & Campus Office Manager

Verify contact information for the student and parent/guardian. The instructional aide or campus office manager will e-mail, text and call the parent/guardian to verify all information including current address is correct in Schoolwise.

If not correct, the campus office manager is notified to assist in updating the student record and/or to check the student hard copy records for accuracy. Additionally, a family member or friend on the student record may be contacted to seek correct contact information for the student.

If parents are Spanish speakers, teachers should enlist the assistance of the GVA Spanish language teachers to assist in providing instructions to parents and/or students.

Attendance Notification – Instructional Aide & Campus Attendance Clerk

Once contact has been established with the parent/guardian, a daily notification will be provided through all established communication channels when the student is absent. Absence includes, not participating in live instruction, not completing assigned work, not participating in

class online meetings, not meeting individual requests made by the teacher or instructional aide, etc. The parent/guardian will be informed of the impact of non-attendance including learning loss, chronic absenteeism reporting and grading implications.

Identify Barriers – Instructional Aide

In communication with the student and/or parent, barriers to student attendance and engagement may be identified. Examples include:

Do they have a computer or device to use for distance learning?

Do they have a proper internet connection?

Is an adult home during the day to assist with access?

Is the student receiving adequate nutrition?

What time of day is the student able to participate in live instruction?

Do they need to switch to paper and book lessons rather than technology?

What other barriers are they facing that GVA can assist with eliminating?

GVA has Chromebooks, internet hot spots and meal services available for students who need them. Contact Chromebook Support at chromebooks@greatvalleyacademy.com if a Chromebook, Hot Spot or meal is needed for the student. Arrangements can be made for pick-up and possibly drop-off of devices.

Teacher Availability – Grade Level Teacher

Teachers are to provide ways that students can get in touch with them either through email or phone. Students will disengage quickly if they do not understand an assignment or have trouble getting access to answers. Teachers are to check their email and Parent Square throughout the day and allow for flexibility in their daily schedule to answer student/parent questions.

Utilizing Instructional Aides – Grade Level Teacher

Teachers should create a plan with their instructional aide on how to regularly check-in with the student to answer questions, provide assignment assistance, help troubleshoot technology struggles, etc.

Request Learner Feedback – Grade Level Teacher

Students who are asked for feedback are more engaged in their schoolwork. Teachers should provide opportunities for parents and students to give feedback on how distance learning is working for them and how it can be changed or adapted for increased engagement.

Administrator Assistance – Grade Level Teacher

If there is no marked improvement in engagement, teachers will inform their administrator. Administrators can assist with a plan for outreach to the student with the support of the School Student Assistance Specialist (SAS) including the potential need for health and social services.

Additionally, the administrator can assess the potential for transitioning the student to full-time in-person instruction, when feasible.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

GVA operates the National School Lunch and Breakfast Program. All school families receive emails and texts through our all-school communication system (ParentSquare) as a reminder to place their breakfast and lunch orders. This includes Free and Reduced Qualifying students. Parents may also come to the school office to use a computer kiosk to place their lunch and breakfast orders. Pick-up of breakfast and lunches occurs each Monday and Thursday from 9am - 1pm in the school parking lot. Each family order is bagged and delivered to their car. On Mondays, families receive their breakfast and lunch for Monday, Tuesday and Wednesday and Thursday they receive breakfast and lunch for Thursday and Friday.

With the recent approval from the USDA to offer the Seamless Summer Option (SSO) through 12/31/2020, Great Valley Academy will communicate the free breakfast and lunch option to all families including using social media to cast a wider net to those in the community who may need breakfast and lunch. Service days will remain Monday and Thursdays during the temporary SSO serving program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$65,833	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.95%	\$483,548

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our unduplicated (UP) qualifying students are always at the forefront of any consideration we make; from our parent communication tool which displays school communications in the family's native language to going above and beyond to ensure access to Chromebooks, hotspots and paper packets. The actions resulting from our plan will serve all students, while providing additional supports to our UP qualifying student group.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Students in our UP qualifying group will receive priority for additional supports and additional live time. Our English Learner support lead continues to support staff and students with resources and tools in support of our English Learners, and our response to intervention (RTi) staff continue to support our UP qualifying students.

Board Update-September 28, 2020

School Reopening



Back to School Basics

- ▶ Target return to school
 - ▶ Week of October 26, 2020
- ▶ Kindergarten through 6th grade
- ▶ Phased reopen approach
- ▶ Hybrid Learning Model

Hybrid Learning Model

- ▶ Combined In-Person + Distance Learning
- ▶ Students on campus 2 days/week (Cohort A or Cohort B)
- ▶ Siblings on same schedule
- ▶ Students will be in classroom groups will consist of approximately 50% of enrolled students
- ▶ Classroom cohorts will remain together

Hybrid Learning Model

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus for in person learning	Cohort B on campus for in person learning	Cohort A on campus for in person learning	Cohort B on campus for in person learning	Distance Learning for all
Cohort B at home for distance learning	Cohort A at home for distance learning	Cohort B at home for distance learning	Cohort A at home for distance learning	

Physical Distancing

- ▶ Student desks will be faced in the same direction
- ▶ 6 foot spacing between desks
- ▶ 6 foot spacing will be observed when moving students
- ▶ Plexiglass barriers are installed in school offices

Safety

- ▶ Face coverings required for students grades 3-8, strongly encouraged for K-2
- ▶ Face coverings required for all staff
- ▶ Hand sanitizer in all classrooms and staff shared spaces
- ▶ Additional handwashing stations on campus
- ▶ Classrooms and shared staff spaces disinfected nightly
- ▶ Restrooms disinfected twice daily
- ▶ Disinfecting supplies in each classroom
- ▶ Staff and student health & hygiene training

Trigger for Distance Learning

- **Class Closure**
 - If one or more students or staff members is confirmed to have COVID-19
- **School Closure**
 - If multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed case
- **School Reopening**
 - Schools may typically reopen after 14 days and the following have occurred: Deep cleaning and disinfection, Public Health investigation, consultation with the Stanislaus County Public Health Department

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect. The word "Questions?" is centered on the left side of the image.

Questions?



Modesto Campus
3200 Tully Road
Modesto, CA 95350
209.576.2283

Homeschool Resource
Center
1209 Woodrow Avenue
Suites C1 & C2
Modesto, CA 95350
209.576.2233

Salida Campus
5901 Sisk Road
Modesto, CA 95356
209.545.7500

Great Valley Academy Modesto
August 2020

	A Actual YTD Jul-Aug 20	B Revised Budget YTD Jul-Aug 20	C Estimated Balance of year Sep 20-Jun 21	D Revised Budget Balance of year Sep 20-Jun 21	F Original Annual Operating Budget	G Revised Annual Operating Budget Aug-20	E Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	555,286	555,287	7,456,521	7,456,520	7,547,408	8,011,807	8,011,807
8100 · Federal Revenue	0	0	609,128	609,128	254,866	609,128	609,128
8300 · Other State Revenues	-7,542	0	309,570	302,029	207,634	302,029	302,029
8600 · Other Local Revenue	6,154	34,533	329,046	300,667	417,200	335,200	335,200
8700 · Selpa	44,212	43,536	391,148	391,824	455,807	435,360	435,360
Total Income	598,110	633,356	9,095,414	9,060,167	8,882,916	9,693,524	9,693,524
Gross Profit	598,110	633,356	9,095,414	9,060,167	8,882,916	9,693,524	9,693,524
Expense							
1000 · Certificated Salaries	317,137	320,382	2,987,255	2,984,010	3,207,723	3,304,392	3,304,392
2000 · Classified Salaries	201,078	195,122	1,722,661	1,728,617	1,850,164	1,923,739	1,923,739
3000 · Employee Benefits	156,721	177,550	1,409,895	1,389,066	1,521,712	1,566,616	1,566,616
4000 · Books & Supplies	128,625	118,318	723,266	733,573	646,199	851,891	851,891
5000 · Services & Other Operating Exp	108,086	211,648	1,479,271	1,375,709	1,228,552	1,587,357	1,587,357
6000 · Capital Outlay	0	0	35,000	35,000	35,000	35,000	35,000
7430 · All Other Financing Uses	35,344	35,344	289,844	289,844	325,188	325,188	325,188
Total Expense	946,991	1,058,364	8,647,192	8,535,819	8,814,539	9,594,183	9,594,183
Net Ordinary Income	-348,880	-425,007	448,222	524,348	68,377	99,341	99,341

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,686,687.41	4,579,357.23	4,356,598.63	4,191,051.25	4,084,946.94	3,872,188.34	3,555,606.81	3,122,289.78	2,646,224.41		
LCFF Revenue	8011	228,173.00	228,173.00	383,712.21	383,712.21	383,712.21	383,712.21	383,712.21	383,712.21	164,580.57	164,580.57	164,580.57	0.00	2,233,658.03	5,486,019.00
EPA Funding	8012		0.00	42,266.00			42,266.00			44,054.00			0.00	608,313.00	736,899.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							72,491.00						67,399.00	139,890.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	0.00	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	18,181.82	100,000.00
LLMF Federal CR sec 110				369,262.00										0.00	369,262.00
State Food Revenue	8520		0.00	0.00	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	1,050.91	5,780.00
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550						14,945.21						0.00	0.00	14,945.21
LLMF St GEER & GF Funds sec 110	8590			104,904.00										0.00	104,904.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)					0.00	0.00	0.00	0.00	0.00	0.00	7,541.55	0.00
Uniform Sales	8638		1,089.01		5,000.00				10,000.00				5,000.00	(1,089.01)	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	34,031.48	207,200.00
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	0.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	(4,562.77)	108,000.00
Selpa	8792	22,106.00	22,106.00	39,791.16	39,791.16	39,791.16	39,791.16	39,791.16	39,791.16	22,106.20	22,106.20	22,106.20	0.00	86,082.34	435,359.90
TOTAL REVENUES		250,685.59	347,424.49	1,155,082.04	599,306.40	594,306.40	651,517.61	710,960.69	604,306.40	500,483.47	383,747.96	340,999.63	202,747.93	3,351,955.06	9,693,523.68
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	401,208.93	0.00	3,304,392.01
Classified Salaries	2000-2999	66,292.52	134,785.61	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	148,692.56	0.00	1,923,738.81
Employee Benefits	3000-3999	33,872.85	122,847.97	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	204,805.93	0.00	1,566,615.90
Books & Supplies	4000-4999	19,748.36	108,876.83	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	84,347.66	0.00	851,891.40
Services & Other Operating Expenses	5000-5999	62,869.22	45,216.53	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	288,753.38	0.00	1,587,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	130,798.49	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	817,065.00	832,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	1,278,606.95		9,594,182.50
NET INCREASE/DECREASE		22,480.08	(371,360.57)	338,017.04	(232,758.60)	(222,758.60)	(165,547.39)	(106,104.31)	(212,758.60)	(316,581.53)	(433,317.03)	(476,065.36)	(1,075,859.02)	3,351,955.06	99,341.18
Accruals Received		1,247,597.69	292,209.75	100,000.00	125,428.42										1,765,235.86
Line of Credit (1,000,000)		(996,972.81)	(294,262.90)												0.00
Loan From Manteca (to Manteca)															0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,686,687.41	4,579,357.23	4,356,598.63	4,191,051.25	4,084,946.94	3,872,188.34	3,555,606.81	3,122,289.78	2,646,224.41	1,570,365.40		

Great Valley Academy Salida
August 2020

	A Actual YTD Jul-Aug 20	B Revised Budget YTD Jul-Aug 20	C Actual Estimated Balance of year Sep 20-Jun 21	D Revised Budget Balance of year Sep 20-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	681,001	681,293	6,893,133	6,892,841	7,015,714	7,574,134	7,574,134
8100 • Federal Revenue	0	0	481,525	481,525	181,179	481,525	481,525
8300 • Other State Revenues	712	0	283,943	284,655	195,400	284,655	284,655
8600 • Other Local Revenue	476	35,925	316,274	280,825	371,750	316,750	316,750
8700 • SELPA	42,262	59,575	315,190	297,877	357,452	357,452	357,452
Total Income	724,451	776,793	8,290,065	8,237,723	8,121,496	9,014,516	9,014,516
Gross Profit	724,451	776,793	8,290,065	8,237,723	8,121,496	9,014,516	9,014,516
Expense							
1000 • Certificated Salaries	284,526	301,610	2,801,963	2,784,880	2,913,769	3,086,490	3,086,490
2000 • Classified Salaries	182,106	190,249	1,472,231	1,464,088	1,597,609	1,654,337	1,654,337
3000 • Employee Benefits	136,505	164,995	1,274,235	1,245,744	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	80,778	96,997	617,599	601,380	501,191	698,377	698,377
5000 • Services & Other Operating Exp	91,679	202,904	1,430,103	1,318,877	1,232,917	1,521,782	1,521,782
6000 • Capital Outlay	0	0	105,000	105,000	105,000	105,000	105,000
7430 • All Other Financing Uses	59,740	59,740	352,152	352,152	411,892	411,892	411,892
Total Expense	835,334	1,016,495	8,053,282	7,872,122	8,088,832	8,888,616	8,888,616
Net Ordinary Income	-110,883	-239,701	236,783	365,601	32,664	125,900	125,900

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,478,009.61	3,463,578.25	3,419,954.58	3,429,293.72	3,498,605.85	3,206,223.82	2,904,069.29	2,490,679.12	2,034,540.62		
LCFF Revenue	8011	306,154.00	306,154.00	551,339.73	551,339.73	551,339.73	551,339.73	551,339.73	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,899,350.77	6,125,997.00
EPA Funding	8012		0.00	42,266.00		42,266.00				44,054.00			0.00	41,602.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,386.68	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	160,284.57	80,142.29	80,142.29	80,142.29	80,142.29	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220				7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	14,545.45	80,000.00
LLMF Federal CR sec 110				300,346.00										0.00	300,346.00
State Food Revenue	8520				363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	727.27	4,000.00
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,415.30							(68.45)	14,346.85
LLMF St GEER & GF Funds sec 110	8590			96,971.00									0.00	0.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561												45,144.00	(3,447.94)	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99												(711.99)	0.00
Other Local (Kids Care)	8689	206.29	127.28	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	33,291.43	201,750.00
Other Local (Fundraiser +)	8600-8699	76.77	65.81	5,750.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	5,607.42	115,000.00
Selpa	8792	21,131.00	21,131.00	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	0.00	0.00	0.00	106,676.46	357,452.30
TOTAL REVENUES		328,280.05	396,171.09	1,180,659.60	708,667.41	708,667.41	765,348.71	825,321.70	463,627.53	453,855.04	342,619.39	299,871.06	161,235.15	2,380,192.09	9,014,516.21
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	365,261.25	0.00	3,086,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	142,852.74	0.00	1,654,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	170,177.97	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	93,816.11	0.00	698,376.80
Services & Other Operating Expenses	5000-5999	53,129.11	38,550.02	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	288,766.29	0.00	1,521,781.69
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00	75,000.00	105,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	83,321.76	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	756,009.56	771,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	1,159,196.12	75,000.00	8,888,616.26
NET INCREASE/DECREASE		132,894.76	(243,777.70)	424,650.04	(62,342.16)	(47,342.16)	9,339.14	69,312.13	(292,382.04)	(302,154.52)	(413,390.17)	(456,138.50)	(997,960.97)	2,305,192.09	125,899.95
Accruals Received		706,964.83	44,192.31	47,910.79	47,910.79	3,718.48									850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(80,000.00)											
Note Payable for Curriculum From Modesto (to Modesto)	\$ -														
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,478,009.61	3,463,578.25	3,419,954.58	3,429,293.72	3,498,605.85	3,206,223.82	2,904,069.29	2,490,679.12	2,034,540.62	1,036,579.65		

GREAT VALLEY ACADEMY
Special Meeting of the Board of Trustees
October 7, 2020

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/82794684110?pwd=Q21PMEZVVUVRUS9lQWlwZUJ1VUlrUT09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 82794684110

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. COMMUNICATIONS

a. WRITTEN COMMUNICATION

b. PUBLIC PARTICIPATION

4. ACTION ITEMS

a. School Reopening Waiver

5. FUTURE AGENDA ITEMS

a. FUTURE REGULAR BOARD MEETINGS – Monday October 26, 2020

~4:30 pm via Zoom

6. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.



Application for K-6 Waiver

OCTOBER 7, 2020
GREAT VALLEY ACADEMIES
3200 Tully Road, Modesto CA 95350



Elementary School Waiver Application Cover Form

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district, please submit one application for all elementary schools in the district that are seeking to reopen for in-person instruction. If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

Background Information

Name of Applicant (Local Educational Agency or Equivalent):

School Type:

- ☐ Traditional Public School
- ☒ Charter School
- ☐ Private, Independent, or Faith-Based School

Number of schools: 2

Total Enrollment: 1,226 (K-6)

Great Valley Academy-Modesto Campus
3200 Tully Road
Modesto, CA 95355

Great Valley Academy-Salida Campus
5901 Sisk Road
Modesto, CA 95356

Superintendent (or equivalent) Name: Leah Silvestre Franklin
3200 Tully Road
Modesto, CA 95350

Grades/Number of Students Proposed to be Reopened:

☐ TK ☒ K ☒ 1st ☒ 2nd ☒ 3rd ☒ 4th ☒ 5th ☒ 6th

Date of Proposed Reopening: No sooner than October 26, 2020 with flexibility to delay if local public health conditions warrant (significant increases in test positivity and rates, impacted hospital access: decrease in available hospital beds, ICU beds).

Name of Person Completing Application: Leah Silvestre Franklin
Phone Number: (209)985-3903
Email: l.silvestre@greatvalleyacademy.com

Signature: *Leah Silvestre Franklin* Date: *10.6.2020*

I. Consultation

Please confirm consultation with the following groups:

☐ Labor Organization

Not applicable

☐ Parent and Community Organizations

Not applicable

Parent survey administration:

June 2020 and August 2020

Public board meetings, parents in attendance:

September 8th, 21st and 28th

October 7th

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

Staff survey administration:

June 2020, August 2020, September 2020 and October 2020

Public board meetings, staff in attendance:

September 8th, 21st, 28th and October 7th

Leadership meetings (all principals, COO, CEO):

Weekly or twice weekly March 2020 through present

Staff planning team meetings (all site administrators, staff representatives from each campus, COO, CEO):

September 22nd, 24th, 29th and October 1st

II. Elementary School Reopening Plans

Great Valley Academies (GVA) know that education is essential to our community, and that schools provide much more than academic support to students and their families. Given that, GVA has created a plan that will allow students back on campus in small cohorts, with safety protocols in place which focus on staff and students.

GVA plans to reopen with a hybrid learning model, bringing students back in phases, with anticipated phasing is as follows:

- Monday, October 26th – Kindergarten -second grade students
- Monday, November 9th – Third and fourth grade students
- Monday, November 16th – Fifth and sixth grade students

Students in person learning groups will be approximately 50% of their class size (no more than 15 students) with siblings placed on the same cohort schedule. Students will follow an alternating day, 2 days per week in person (4 hours & 15 minutes each day), 3 days per week distance learning, cohort based schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus for in person learning	Cohort B on campus for in person learning	Cohort A on campus for in person learning	Cohort B on campus for in person learning	Distance Learning for all
Cohort B at home for distance learning	Cohort A at home for distance learning	Cohort B at home for distance learning	Cohort A at home for distance learning	

With 4 half day Kindergarten classes on each campus, they will have a unique 1 day per week in person, cohort based schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus for in person learning	Cohort B on campus for in person learning	Cohort C on campus for in person learning	Cohort D on campus for in person learning	Distance Learning for all
Cohort B, C, D at home for distance learning	Cohort A, C, D at home for distance learning	Cohort A, B, D at home for distance learning	Cohort A, B, C at home for distance learning	

For families who are not yet ready for their children to return to in person learning, distance learning will continue to be provided.

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, and are published on the Stanislaus County Office of Education website:

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

Great Valley Academies will provide the following related to cleaning and ventilation/air flow:

- All classroom, office and shared spaces will be disinfected nightly
- Includes desks, chairs, tables, hard surfaces, high touch points

- Disinfectant spray, towels and gloves will be available in every classroom, and high use areas
- Bathrooms will be disinfected nightly and one time during the school day
- Additional disinfecting with electrostatic disinfectant sprayer will occur 2 times per week
- Playground equipment will be disinfected nightly (supervised playground use limited to single cohort at a time, with hand washing both before and after use, students waiting for playground equipment will be spaced 6 feet apart)
- Suspension of water fountain usage; water filling stations will be used, with disposable cups available to students without water bottles
- Plexiglas shields installed in front offices and shared offices where applicable
- Plexiglas shield available in each classroom (including resource and intervention)
- Air HVAC filters are all MERV 11 and will be changed bi-monthly
- All HVAC units are being equipped with Bipolar Ionization Air Purifiers
- Doors and windows will be left open for improved air flow, as practicable

GVA will implement the following related to student school supply sharing:

- Classroom supplies will not be shared, each student will be provided with a storage box for school supplies, workbooks, etc.
- No balls or other outdoor equipment will be shared

Cohorting: How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

GVA students will be returned to in person learning in cohorts of no more than 15 students per class. Students will be divided into cohorts representing approximately 50% of each class, with siblings participating in the same cohort schedule.

- Each class cohort will remain together throughout the school day; recess, onsite grab & go style breakfast, restroom and hand washing breaks
- Each class cohort will participate in recess in staggered groups, with each having a designated campus area which allows for physical distancing
- Students will receive their grab and go style breakfast upon arrival, in their classroom cohort, or via drive through meal pick up
- Students will receive their grab and go style lunch at the end of their in person school day, or via drive through meal pick up
- Students receiving special education or intervention services may receive services in classroom small groups of no more than 4, or out of classroom small groups of no more than 4, based on individual student needs

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

- Students will move on campus in classroom cohorts, with supervision and physical distancing
- Paths of travel will have markers denoting 6 foot spaces
- GVA has no internal hallways separating classrooms; movement to recess, restrooms, handwashing stations, water filling stations, etc., occur outdoors
- Volunteers and visitors are suspended (with the exception of service providers)
- Each class cohort will participate in recess in staggered groups, each having a designated campus area which allows for physical distancing
- Student drop off and pick up will be staff supervised; parents remain in vehicle, students escorted in/out of the vehicle and directed to classrooms/vehicle
- Parents arriving on campus for student drop off or pick up (outside of drop off/pick up process), must wear face a covering and follow physical distancing requirements in office spaces

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.

- GVA will follow the California Department of Public Health's (CDPH) face covering guidelines:

STUDENTS

<u>Age</u>	<u>Face Covering Requirement</u>
Under 2 years old	No
2 years old – 2nd grade	Strongly encouraged**
3rd grade – High School	Yes, unless exempt

- Students will be provided a cloth face covering if needed
- All staff are required to wear a face covering unless they are instructing students in a way their mouth needs to be visible (speech, special education, English learner support, younger students), in which case, they may wear a face shield with drape
- Following CDPH guidance, students who are not exempt from wearing a face covering and choose not to wear one will be referred to the distance learning program
- Face coverings can be removed for eating, drinking and physically distanced outdoor activities
- Staff handling or serving food must wear gloves in addition to face covering

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

- GVA staff and students will be directed to stay home if they experience the following:
 - Fever of 100.4 or higher
 - Chills
 - Cough
 - Shortness of breath, or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Staff will complete self screening log for COVID 19 symptoms daily prior to reporting to work
- Touchless temperature check devices will be available on campus for staff self check
- Families will be provided a screening checklist for review each morning prior to bringing student to school
- Students will be temperature checked with a touchless device at student drop off each morning they attend in person learning
- Students exhibiting symptoms will immediately be sent to the office where they will be screened and will remain in a quarantine room until they can be picked up
- Quarantine room will be disinfected after each use
- Staff exhibiting symptoms will be sent home
- If student or staff is confirmed with a positive test result, GVA will work with Stanislaus County Public Health department and will communicate appropriately with school community

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

- Signage will be prominently displayed at school sites reminding individuals of proper hygiene protocols
- Hand sanitizer will be available upon entry to school campuses
- Each classroom and common area will have access to hand sanitizer
- Routines will be established in support of frequent hand washing
- Handwashing or use of hand sanitizer will occur
 - upon entry to any instructional area
 - before and after eating
 - before and after recess
 - before and after PE activity
- Additional handwashing stations have been added at multiple strategic locations on each campus
- Restrooms are stocked with soap and paper towels, supplies will be checked and refilled nightly and during the school day
- Resources will be provided to families with regard to proper hygiene protocols

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

- GVA will work in consultation with the Stanislaus County Public Health Department on topics including but not limited to tracing contacts of confirmed positive cases and provision of communication with those contacts as appropriate
- GVA is participating in StanTrack, the web-based system created by the Stanislaus County Public Health Department which will track student absenteeism and individual positive cases
- GVA will conduct contact tracing and communication with those who were in close personal contact (CPC) with someone who has tested positive
 - CDPH defines close personal contact as a person who is <6 feet from someone testing positive for >15 minutes
- GVA will confidentially track both staff and student positive cases, data to include (not limited to) positivity determination date, return to campus date, and other relevant details

- GVA will confidentially track both staff and student close personal contacts (CPC), related follow up and status
- Designated staff contact information provided to the Stanislaus County Public Health Department
 - Chief Executive Officer, Leah Silvestre Franklin
 - Chief Operating Officer, Marisa Meeks
- GVA will follow the CDPH guidelines for measures to be taken when student or staff member have symptoms, is a CPC of someone who has the virus or tests positive with the virus (see table, next page)

	Student or Staff with:	Action	Communication
1	COVID-19 symptoms (fever, cough, new loss of taste/smell, difficulty breathing, etc.) Symptom screening per CA School Industry Guidelines-Schools	*Send home *Recommend testing (if positive see #3, if negative, see #4) *School/classroom remain open	*No action needed
2	Close personal contact (CPC) with a confirmed COVID-19 case	*Send home *Quarantine for 14 days from last exposure *Recommend testing (will not shorten 14-day quarantine) *School/classroom remain open	*Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	*Notify local public health department *Isolate case and exclude from school for 10 days from symptom onset or test date *Identify contacts (CPC), quarantine, & exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present at school while infectious *Recommend testing of contacts (CPC), prioritize symptomatic contacts (will not shorten 14-day quarantine) *Disinfection and cleaning of classroom and primary spaces where case spent significant time *School remains open	*School community notification of a known case
4	Test negative after symptoms	*May return to school 3 days after symptoms resolve *School/classroom remain open	*Consider school community notification if prior awareness of testing

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

- Student desks will be faced in the same direction
- 6 foot spacing between students
- 6 foot spacing will be observed when moving students
- 6 foot spacing marks are visible throughout campus spaces
- PE will consist of cohort based conditioning activities, will be held outdoors with a minimum of 8 foot spacing between students
- Plexiglas shields are installed in school offices
- Plexiglas shields are available in all instructional spaces
- Staff meetings are held in person only when physical distancing requirements can be met, otherwise they are held virtually
- Band, choir and drama are suspended until it is safe to resume these activities
- Field trips, in person assemblies and other large gatherings are held virtually
- Volunteers and visitors are suspended (with the exception of service providers)
- Recess, restroom and handwashing breaks will be staggered to minimize the potential mingling of cohorts

Staff Training and Family Education: How staff will be trained, and families will be educated, on the application and enforcement of the plan.

- All staff will be trained on cleaning protocols, physical distancing practices, face covering requirements, COVID-19 response, staff testing, hygiene practices, student illness protocol, student screening and visitor/volunteer suspension
- Families will receive ParentSquare communication regarding the reopening plan as well as information items related to COVID-19 screening and testing locations
- Ongoing updates will be sent via ParentSquare and posted on the GVA website
- In coordination with the Stanislaus County Public Health Officer, affected stakeholders will be notified via ParentSquare regarding potential virus exposure

Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.

- GVA students exhibiting symptoms will immediately be sent to the office where they will be screened and will remain in a quarantine room until they can be picked up, GVA will recommend COVID 19 testing and will send home a list of testing locations
- GVA will purchase COVID-19 testing kits (when they become available) through a collaborative agreement with the Stanislaus County Office of Education and Quest Laboratories. Staff will self-test once every 2 months, in alignment with CDPH guidance.

Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.

- Class Closure
 - If one or more students or staff members is confirmed to have COVID-19
- School Closure
 - If multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed case
- School Reopening
 - Schools may typically reopen after 14 days and the following have occurred: Deep cleaning and disinfection, Public Health investigation, consultation with the Stanislaus County Public Health Department
- Any COVID testing results that move Stanislaus County out of two or more of the testing tolerances listed below, would trigger a move back to distance learning:
 - Greater than 200 cases per 100,000 of population for over 14 consecutive days
 - Positive test rate of greater than 8% over the previous 7 days
 - Greater than 10% increase of COVID hospitalizations over the previous 3 days
 - Under 20% of Stanislaus County ICU beds available
- All of these steps will be taken in consultation with the Stanislaus County

Public Health Department

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA. Please specifically refer to 34 CFR § 99.3

- GVA will communicate with Stanislaus County Public Health any positive case information received
- In coordination with the Stanislaus County Public Health Officer, GVA will use our website and ParentSquare posts to communicate with affected stakeholders of potential virus exposure. This communication will be consistent with legal counsel guidance regarding the Family Educational Rights and Privacy Act.
- GVA Chief Operating Officer or Human Resources representative will communicate directly with affected staff members

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
Monday October 26, 2020
4:30 pm via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/88945331735?pwd=RjR6RUZSWjArSWJ3VTFXSU9YeThYdz09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 88945331735

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com by 2 p.m. the day of the meeting and they will be read during the public participation segment of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - a. **PUBLIC PARTICIPATION**
 - b. **MODESTO PRINCIPAL REPORT**
 - c. **SALIDA PRINCIPAL REPORT**
 - d. **HOMESCHOOL PRINCIPAL REPORT**
 - e. **CHIEF OPERATING OFFICER'S REPORT**
 - f. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - g. **FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of September 28, 2020
- b. Approval of the Minutes of the Special Board Meeting of October 7, 2020

f. ACTION ITEM

- a. Approval of COVID 19 Student/Parent Handbook Addendum

e. INFORMATION AND DISCUSSION

- a. Monthly Financials

f. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – November 30, 2020

~4:30 via Zoom

g. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

October 26,2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Sept 1st-Sept 17th]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	72	71.111	98.76%	71.486	98.80%
1	81	78.000	97.90%	78.648	97.71%
2	83	81.777	98.52%	82.054	98.41%
3	87	84.722	97.38%	85.216	97.61%
4	71	69.388	97.73%	69.189	97.44%
5	94	91.611	97.45%	91.297	97.04%
6	102	101.000	99.01%	101.054	99.07%
7	91	89.666	98.53%	89.810	98.69%
8	90	87.166	97.69%	87.486	97.61%
Total	771	754.444	98.12%	756.243	98.05%

2. Key Accomplishments:

- Weekly Staff 20 Minute Check In
- Finalized Logistics for School Reopening- Teacher Brainstorming
- Thursdays- Ongoing SCOE Tech Support
- Continuation of distance learning processes
- high distance learning engagement
- Hybrid schedule created and pushed out to parents
- Hybrid Cohorts communicated to parents
- Facilities prepped for Hybrid Model

3. Upcoming Key Events/Activities:

- Academic Report Cards Nov. 13
- Slow release of grade level Cohort start dates
-

Great Valley Academy Salida

Charter School Monthly Summary Report

October 26, 2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

October attendance dates 10/01/2020-10/19/2020

YTD dates are 08/11/2020-10/19/2020

2.

Grade	Enrollment	ADA	ADA %	YTD	YTD%
K	90	87.33	96.20	89.07	97.07
1	84	83.33	98.29	84.16	98.53
2	95	89.00	96.73	93.52	98.25
3	92	92.66	97.54	93.52	98.25
4	89	88.89	99.25	89.64	99.49
5	90	87.33	97.03	89.30	98.86
6	91	89.78	98.65	90.64	98.63
7	85	82.22	95.85	83.41	97.03
8	95	91.00	95.78	92.36	97.22
Total	811	791.55	97.25	802.68	98.17

3. Key Accomplishments:

- a. Innumerable steps taken to prepare for student return
- b. K-2 returned today!

4. Upcoming Key Events/Activities:

- a. November 9th - 3rd and 4th grade return
- b. November 16th – 5th and 6th grade return
- c. November 30th – 7th and 8th grade return

Great Valley Academy Homeschool

Charter School Monthly Summary Report

October 26, 2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	15	13	100	13	100
1	14	14	98	15	99
2	11	11	100	11	98
3	15	14	98	14	98
4	11	10	100	10	100
5	12	12	100	11	100
6	8	8	100	8	100
7	11	11	100	11	100
8	6	5	90	6	97
Total	103	99	99	100	99

2. Key Accomplishments:

- a. October 6th – Homeschool Parent Orientation
- b. October 9th – Interviews for Paraprofessional
- c. October 12th – 16th – Fall Break
- d. Weekly Enrichment Classes Via Zoom – Featuring Project Based Learning

3. Upcoming Key Events/Activities:

- a. November 3rd – Homeschool Parent Orientation
- b. November 4th – GVA Homeschool Parent Connection Zoom Meeting
- c. Weekly Enrichment Classes Vis Zoom – Featuring Project Based Learning

Chief Operating Officer's Report
October 26, 2020
Board Meeting



Process and Policy Updates

- ❖ COVID 19 Addendum Student/Parent Handbook – Completed
- ❖ All Employee Return to Work Training – Completed
 - Employee Daily Self-Screening, Employee Paid Sick Leave Options, Mask/Face Covering Update, COVID Symptom Protocols, etc.
- ❖ Classroom Hybrid Set-up Verification (K-2) – Completed
- ❖ COVID 19 Contact Tracing School Protocols – Ongoing

Multi-Campus Responsibilities

- ❖ PPE Distribution for Students and Staff – Completed
- ❖ Classroom Live Stream Equipment Procurement – All Purchases Completed
- ❖ Kids' Care Hybrid Schedule – In Progress
- ❖ Food Service Breakfast and Lunch Schedule – In Progress
- ❖ Learning Loss Mitigation Spending Plan – In Progress
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ Chromebook Management – Ongoing
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Winter 2020
- ❖ Annual 19/20 Audit Completion – In Progress
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ September 2020
 - ❑ 2,005 Users Visited (93.2% New/6.8% Returning)
 - ❑ 5,187 Page Views - Users Averaged 1:19 Minutes on the Site
 - ❑ 62.34% Mobile – 36.11% Desktop – 1.55% Tablet
 - ❑ Type: Organic 50.0% – Direct 43.4% – Referral 3.9% – Social 2.7%

Training

- ❖ SB1159 Reporting Requirements – Completed
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing
- ❖ CSDC Virtual Conference – October 2020



Chief Executive Officer's Report
October 26, 2020
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in Central Valley Accelerator Cadre
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Weekly SCOE Superintendent meetings

Multi Campus

- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Offer made to teacher's aide
- Expanded into adjoining suite

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes



Founders Report
Great Valley Academy School Board
October 26, 2020

Great Valley Smart continues to move toward the start of onsite learning. Even though GVS will still be remote, we are coordinating schedules with teachers and other support staff to provide a great educational opportunity without undue stress on students or their families.

Staff trainings have continued to get the maximum benefit from online GVS.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques to students. They are also being adapted to train teachers in the importance of brain development.

Lindsey Duran, Salida teacher and Smart Reading System director, and I have continued to meet twice a week for 2 hours each. The purpose is to train her in visual function, vision as it relates to learning and student visual evaluation. Her role is part of my exit program.

Considering these unusual conditions, I feel things are going well.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
September 28, 2020

MINUTES

<i>Members Present:</i>	Steve Payne, Susan Nisan, Chad Wolf, Yolanda Meraz, Vince Jamison
<i>Members Absent:</i>	Twila Tosh
<i>Great Valley Academy Staff Present:</i>	Leah Silvestre, Marisa Meeks, Dr. Eldon Rosenow, Christine Frost, Michael Ruehle
<i>Audience Present:</i>	Several parents, staff, and community members
<i>Call to Order/ Pledge of Allegiance:</i>	Mr. Payne welcomed everyone and led the Pledge of Allegiance
<i>Communications:</i>	COMMUNICATIONS
<i>Written Communications:</i>	Mr. Payne read emails from several parents and community members.
<i>Public Participation:</i>	Several parents, teachers and members of the community spoke about the school reopening plan.
<i>Modesto Principal Report:</i>	Mr. Ruehle welcomed everyone and spoke about different ways of teaching and the success of GVA spirit week.
<i>Salida Principal Report:</i>	Written report only
<i>Homeschool Principal Report:</i>	Ms. Frost spoke about weekly enrichment classes, project based lessons and engaging in projects during weekly Zoom meetings.
<i>Chief Operating Officer's Report:</i>	Mrs. Meeks spoke about the focus that is on bringing students back to campus.

MINUTES

Regular Meeting of the Board

September 28, 2020

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Chief Executive

Officer's Report:

Ms. Silvestre welcomed everyone to the meeting. She spoke about how hard the reopening team is working to bring the kids back on campus.

Founder's Report:

Dr. Rosenow spoke about how there is a high attendance rate in GVS and how they are utilizing lots of training videos.

Approval of Agenda/ Order of Agenda:

The motion was made by Mr. Wolf, seconded by Mrs. Meraz, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Jamison, seconded by Mr. Wolf, approving the consent agenda items. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mr. Wolf, seconded by Mrs. Nisan approving the Modesto Learning Continuity and Attendance Plan (LCP). A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

September 28, 2020

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b. The motion was made by Mrs. Meraz, seconded by Mrs. Nisan approving the Salida Learning Continuity and Attendance Plan (LCP). A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

c. The motion was made by Mr. Wolf, seconded by Mr. Jamison approving the School Reopening Plan. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Information and

Discussion:

Monthly Financials

Both campuses have a strong cash reserve which is providing much needed cash during statewide deferrals (no borrowing necessary).

Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – October 26, 2020

Adjournment:

~ 4:30 pm via Zoom

The meeting was adjourned at 6:00 pm

**GREAT VALLEY ACADEMY
SPECIAL MEETING OF THE BOARD OF TRUSTEES
October 7, 2020**

MINUTES

Members Present: Steve Payne, Chad Wolf, Yolanda Meraz, Susan Nisan, Twila Tosh

Members Absent: Vince Jamison

Great Valley

Academy Staff Present: Leah Silvestre, Marisa Meeks, Christine Frost, Mike Ruehle, Russ Howell, Kelli Rupe

Audience Present: Several parents, staff, and community members

Call to Order/

Pledge of Allegiance: Mr. Payne welcomed everyone and led the Pledge of Allegiance

Communications: **COMMUNICATIONS**

Written

Communications: Mr. Payne read emails from parents and community members and Ms. Silvestre responded to questions in those emails.

Public Participation: None

Action Item: **ACTION ITEM**

a. The motion was made by Mrs. Tosh, seconded by Mr. Wolf approving the School Reopening Waiver. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Wolf, Nisan

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Future Agenda

Items: **FUTURE AGENDA ITEMS**

Next Regular Board Meeting – October 26, 2020

~ 4:30 pm via Zoom

Adjournment: The meeting was adjourned at 3:12 pm



2020-21 Student/Parent Handbook
COVID-19 ADDENDUM
October 2020

*Great Valley Academies
Modesto, Salida & Homeschool
3200 Tully Road
Modesto, CA 95350
(209) 576-2283*

www.greatvalleyacademy.com

Great Valley Academy is committed to providing a safe and healthy environment for all its students, parents, employees, and visitors/guests. The following Student/Parent Handbook Addendum contains protocols and procedures for in-person, on-campus instruction. This handbook addendum complies with the guidelines set forth by the Centers for Disease Control and Prevention (CDC), California Department of Education (CDE), The State of California, the California Department of Public Health (CDPH), and the Stanislaus County Health Services Agency (SCHSA) regarding the Reopening Protocols for K-12 Schools and is adopted for the safety of students, employees, and families. This addendum sets forth policies that are specifically applicable to the COVID-19 Pandemic and to the extent that a policy is outlined in this addendum, the addendum policy is intended to either supplement or supersede the policies as listed in the Great Valley Academy 2020-21 Student/Parent Handbook. To the extent that a policy is outlined in this addendum and conflicts with a policy or a portion of a policy in the Handbook, the provisions of the policy in the addendum will control. This addendum may be modified when there are changes to the CDC, CDE, state, and/or local guidance regarding guidelines for in-person instruction for K-12 schools. This addendum will be in effect until local and state health officials provide guidance that such measures are no longer necessary for the safety of our community.

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MENTAL & EMOTIONAL WELL-BEING

Disease outbreaks such as the current novel coronavirus (COVID-19) can bring stress and increased levels of fear and anxiety. Everyone reacts differently to stressful situations.

During and after the COVID-19 Pandemic, GVA will continue to focus on our community's well-being by:

- Supporting our students, families, faculty, and staff to lessen anxiety and stress
- Providing resources, articles, and communications regarding well-being and self-care during and after the Pandemic

Upon re-entry to campus, each campus will implement the following:

- A plan for welcoming students back to campus
- Communicate expectations and procedures to families and students prior to the return to school
- Establish routines and rituals that help students acclimate to the hybrid learning and new expectations on campus

Upon re-entry each grade level teacher will support students' well-being through:

- Establishing classroom meetings to help students understand and internalize daily safety routines, such as handwashing, proper hygiene, and physical distancing
- Providing learning opportunities for students to creatively work together in a safe manner and abiding by all COVID-19 Safety Protocols
- Providing emotional support as a result of COVID-19, which can include:
 - Recognizing and educating students on potential stigma related to being COVID-19 positive
 - Supporting students have a family member who experienced symptoms or were diagnosed with Covid-19
 - Supporting student's that may experience any stress or anxiety due to the pandemic
 - Scheduling regular formal and informal check-ins will be established with students who opt to participate in virtual learning

DOING WHAT'S RIGHT FOR OUR COMMUNITY - COMPLIANCE, COMMITMENT, AND GUIDING PRINCIPLES

The school's re-entry to campus will require the compliance and commitment to adhere to the policies, protocols, and guidelines outlined in this addendum. It will take our GVA community (families, students, faculty and staff) to ensure the safety of our community on and off campus. This is how each of us individually and collectively can live one of our core commitments: "Safe, Loved, Learning." We must all do our part in providing a safe on-campus experience for all.

IMPLEMENTATION OF COVID-19 RE-ENTRY PLAN

The following health and safety steps have been implemented to mitigate the spread of COVID-19 amongst our community and on campus.

Signage placement around campus	Face masks for students, faculty and staff
Physical distancing measures	COVID-19 screening procedures
Stanislaus County contact tracing (StanTrak)	Enhanced cleaning/sanitizing protocols
Hygiene and respiratory etiquette	Frequent HVAC filter changes Installation of Bipolar Ionization Air Purifiers
Protocols for anyone exhibiting symptoms on campus	Limited visitors on campus (including parents, vendors, etc.)
Protocols for student pick-up and drop-off	Employee and student training and communications

PROTOCOLS FOR STUDENT AND VISITOR COVID-19 SYMPTOM SCREENING

In order to protect the safety of our students, employees, and our community at large, school employees will screen students and any parents or visitors for symptoms of COVID-19 at designated screening points. The school adopts this Student COVID-19 Symptom Screening Policy pursuant to guidance and reopening plans from the Centers for Disease Control (“CDC”), California Department of Public Health, California Department of Education, and local public health officials. This policy will remain in place until further notice.

The School asks that all parents carefully review this policy with their students. As used in this policy, a “parent” refers to a parent, caregiver, legal guardian, or other adult family member conducting school drop-offs or pick-ups.

Symptoms Associated with COVID-19

The CDC currently identifies the following symptoms as being associated with COVID-19:

Cough	Sore Throat
Shortness of breath or difficulty breathing	New loss of taste or smell
Fever defined as 100.4 degrees Fahrenheit of higher	Muscle or Body Aches/Chills
Runny Nose or Congestion	Fatigue
Headache	Nausea or Vomiting
Diarrhea	Known close contact* with a person who has tested positive for COVID-19

Each of the above symptoms is hereinafter referred to as a “symptom associated with COVID-19.” This list does not include all possible symptoms associated with COVID-19, and the school may update this list as the CDC identifies additional or different symptoms.

Self-Screening, Self-Reporting Obligations and Attendance

Parents shall screen students **daily** by checking their temperature and observing for other symptoms associated with COVID-19.

Parents/Students must complete the COVID-19 Daily Screening for Students Checklist at home prior to leaving for campus. If a student exhibits one or more symptoms associated with COVID-19, parents must keep their student at home and notify the school of the reason for the student’s absence. Short-term virtual learning is an option for students who have been identified by the school as having an absence due to COVID-19 or another health-related issue. Students who report symptoms associated with COVID-19 may return to school after they meet the requirements set forth in the *Protocol When a Student Exhibits Symptoms Associated with COVID-19*. (see page 6)

In addition to daily self-screenings, parents and students are **obligated to report** the following information and remain at home as recommended by the CDC:

- If they have traveled outside of the country, they may not return to school for 14 days after they return from international travel.
- If they had close contact with someone who was ill with confirmed COVID-19, they may not return to school until 14 days after the last date of close contact. According to the CDC:

*Close contact means being within six (6) feet of an individual for a total of at least 15 minutes.

COVID-19 Testing

To preserve the wellness of GVA community, the school will participate in contact tracing and COVID-19 testing for all school personnel. All staff members will complete a daily self-screening prior to arriving to campus and will submit their weekly log to Human Resources. Periodic staff testing will be conducted and any positive cases reported to the Stanislaus County Health Services Agency.

Campus Access

Access to campus will be restricted to designated point(s) of entry where a school employee will take the student's temperature and visually screen for symptoms associated with COVID-19.

GVA employees will greet each student, ensuring that each child remains at least six (6) feet apart from other parties as directed by school officials. School employees may be assigned to walk young children from the drop-off point to their classrooms. Parents/caregivers will not be allowed to enter the campus past the screening area without specific authorization from Campus Administration. All parents or caregivers who are authorized to enter the facilities will be screened for symptoms associated with COVID-19 in the manner described herein.

Symptom Screening

Designated screeners will screen all students as follows before they can enter the school campus. The screening will include:

- Verbally confirming that the Daily Self-Screening Checklist was conducted prior to arriving to campus;
- Taking each student's temperature using a non-invasive contactless infrared thermometer. If necessary, the school may take an individual's temperature a second time to confirm the results of the first test or if the results of the first test suggests an erroneous result;
- Visually checking for symptoms associated with COVID-19 including cough, shortness of breath, or difficulty breathing without recent physical activity;

The school may track a student's potential exposure to COVID-19 and document his or her temperature, symptoms, and incidents of exposure. All documentation regarding a student's COVID-19 symptoms will be considered confidential medical records pursuant to the School's Policy for Use and Disclosure of Student Information Related to COVID-19.

Exclusion From School Based On Symptom Screening

Persons presenting with a fever of 100.4° F (38.0° C) or above will be excluded from the school facility/campus. The school may exclude any individual who presents symptoms associated with COVID-19.

Students who appear to be ill, have a fever, or report symptoms associated with COVID-19 will be sent home as soon as practicable per the school's *Protocol When a Student Exhibits Symptoms Associated With COVID-19 at School*. Individuals exhibiting symptoms associated with COVID-19 will not be allowed to return to campus until one of the following occurs:

- They certify that at least 10 days have passed since the symptoms first appeared AND the student has been free from fever without the use of fever-reducing medication for at least 72 hours AND respiratory symptoms have improved;
- They provide the School with a negative viral test result for COVID-19 AND the student has been free from fever without the use of fever-reducing medication for at least 72 hours AND

respiratory symptoms have improved (antibody tests may not show when someone has a current infection and are not acceptable);

- The student's health care provider provides the School with a note certifying that he or she is free from COVID-19 AND the student has been free from fever without the use of fever-reducing medication for at least 72 hours AND respiratory symptoms have improved

The School will maintain COVID-19 test results and doctor's notes submitted pursuant to this policy as students' confidential medical records.

Protocol for COVID-19 Exposure Management Plan

In compliance with the State of California and the Stanislaus County Health Services Agency directives for reopening K-12 schools, Great Valley Academy will implement a COVID-19 Exposure Management Plan when a single case of COVID-19 is identified at school to mitigate the spread of infection and prevent outbreaks from occurring. The plan will include steps in managing exposures identified by the SCHSA. GVA is in constant contact with our health and government officials to stay up-to-date with all procedures and policies related to COVID-19. The California and local Public Health Departments guide all our decisions regarding quarantine of classrooms, offices, or school.

If we are notified by SCHSA regarding a positive diagnosis from a test for COVID-19 or an exposure, we will immediately follow the Health Services Agency directives. If a parent or staff member notifies us of a positive diagnosis or exposure, we will immediately notify the SCHSA to inform them and receive direction. Any students, families or employees that may have been exposed will be notified immediately and before the 24-hour requirement.

Any contaminated classrooms, offices, or outside areas will be temporarily closed and disinfected. Contact Tracing is a large part of mitigating the spread of infection. If the School learns that a student or employee has tested positive, the School will conduct an investigation to determine any individuals who may have had close contact with the confirmed-positive case. Contact tracing will begin immediately using the StanTrak system. The return to school by affected employees and students will be in accordance with CDC and Public Health Department criteria for safe return. Please see *Protocol When a Student Exhibits Symptoms Associated with COVID-19 at School*.

CHECKLIST FOR ALL STUDENTS / FAMILIES



Great Valley Academy Daily Home Screening for Students

Parent/Guardian: Please complete this short checklist each morning before arriving to Great Valley Academy. Place this checklist in an easy to see place in your home and remind your student(s) of the importance of completing this form each day.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

<input type="checkbox"/>	Temperature 100.4 degrees Fahrenheit or higher when taken by mouth
<input type="checkbox"/>	New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/ asthmatic cough, a change in their cough from baseline)
<input type="checkbox"/>	Loss of taste/smell
<input type="checkbox"/>	Sore throat
<input type="checkbox"/>	Diarrhea, vomiting, or abdominal pain
<input type="checkbox"/>	New onset of severe headache, especially with a fever
<input type="checkbox"/>	Congestion/runny nose
<input type="checkbox"/>	Fatigue/Muscle or body aches

SECTION 2: Close Contact/Potential Exposure

<input type="checkbox"/>	Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
<input type="checkbox"/>	Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework
<input type="checkbox"/>	Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open

PLEASE DO NOT SEND YOUR CHILD TO SCHOOL IF YOU HAVE CHECKED ONE OR MORE BOXES ABOVE.

PROTOCOL WHEN A STUDENT EXHIBITS SYMPTOMS ASSOCIATED WITH COVID-19 AT SCHOOL

Students exhibiting one or more symptoms associated with COVID-19 will be sent home as soon as possible. The school will separate the student from others in a designated room/area. Students will be asked to wear a mask should they become ill at school.

All students who present with COVID-19 symptoms must be signed out by a parent/guardian or emergency contact. The school may seek emergency medical attention on behalf of the student if the student's COVID-19 symptoms become severe, as indicated by persistent pain/pressure in the chest, confusion, or bluish lips

or face.

The student may not return to campus until one of the following occurs:

- The student's parent or guardian certifies that at least 10 days have passed since the student's symptoms first appeared, the student has been free from fever without the use of fever-reducing medication for at least 72 hours, and the student's respiratory symptoms have improved;
- The student provides the school with a negative viral test result for COVID-19 (antibody tests may not show when someone has a current infection and are not acceptable) and has been symptom free for 72 hours;
- The student's health care provider certifies that he or she is free from COVID-19 and has been symptom free for 72 hours; or

Students who are sent home due to exhibiting symptoms associated with COVID-19 will be provided with distance learning.

The campus health clerk/nurse will complete a COVID-19 health tracking form for each student that presents with COVID-19 symptoms.

POLICY AND PROTOCOLS FOR STUDENT PHYSICAL DISTANCING AND INDIVIDUAL RESPONSIBILITY AT SCHOOL: Modeling Compassion and Making Responsible Choices

The Centers for Disease Control and Prevention ("CDC") recommends physical distancing, also referred to as social distancing, to reduce the spread of SARS-CoV-2, the virus that causes COVID-19. According to the CDC, the virus that causes COVID-19 spreads primarily when people come into close contact (within about 6 feet) with each other for a prolonged period (a total of 15 minutes or more). The State and the California Department of Education ("CDE") have issued guidance recommending that **students and employees maintain at least 6 feet of distance from one another in schools to the greatest extent possible.**

This policy complies with CDC, CDE, state, and local guidelines regarding physical distancing protocols for students in schools and is adopted for the protection of students, employees, and families.

This policy may be modified when there are changes to the CDC, CDE, state, and/or local guidance regarding physical distancing protocols in schools. This policy will be in effect until local and state health officials provide guidance that such physical distancing measures are no longer necessary.

K-8 Classroom Capacity and Structure

The classroom cohort sizes for the groups allowed to return to campus would be no more than 15 students. These cohorts will be grouped together each day they are at school to minimize the mixing of student groups throughout the school day. The structure of the cohorts is as follows:

- Kindergarten students will have one unique day per week of in person learning.
- 1st – 8th grade students will follow an alternating day schedule, 2 days per week in person and 3 days per week distance learning

Classroom Behavior

Teachers will often be managing students both online and in the classroom at the same time. At any time, a teacher may feel it is necessary to stop the online streaming in order to handle a disruption either online or in the classroom. Student discipline will be handled in accordance to the Student/Parent Handbook. Parents/Guardians should remind their child(ren) that proper classroom and online behavior are necessary at all times.

On-Campus Scheduling

In order to meet the CDE instructional minutes requirements and maintain distance learning options for all students, the school will be on the following schedule:

Modesto

Drop-off: 7:45am – 8:15am

In-Person School Day: 8:15am – 12:30pm

Salida

Drop-off: 8:05am – 8:30am

In-Person School Day: 8:30am – 12:45pm

Use of Markers and Signage

Markers that designate intervals of 6 feet will be placed throughout campus, and at entrances, to designate spaces where students should be when in line to maintain physical distancing. The school will also designate foot traffic patterns to limit the frequency of students passing each other or coming within six feet of each other, as they move throughout campus.

Physical Distancing in Classrooms

All classrooms will be set for no more than 15 students.

Students will be required to maintain at least 6 feet of physical distancing from others in the classroom whenever possible. In all classrooms, students will be spaced at least 6 feet apart from one another. Desks will be arranged facing the same direction (rather than facing each other). If students sit at tables, they will sit on only one side of the table, spaced apart, so that children are not facing one another. Assigned seating arrangements will be used to the extent possible.

All School buildings and rooms will have maximum capacity limits consistent with implementing physical distancing. Classrooms will have windows and doors open, weather permitting, and if doing so does not pose a safety and health risk to children.

Sharing of materials will be limited, and students will be provided with an individual school supply box instead of using a communal bin.

Playgrounds/Outdoor Play Activities

Outdoor physical education and play activities (recess) will be staggered for different student groups, in designated areas, to promote physical distancing. Students must maintain a distance of at least 6 feet from other students during physical education. Physical education will be limited to activities that do not involve physical contact with other students or use of communal equipment. Playground equipment may be used by one student group at a time, and will be disinfected daily.

Restrooms

Each restroom will be monitored and have signage to ensure a limited number of individuals are in the

restroom at one time. Students who need to use the restroom at unassigned times will be directed to do so. Cleaning of restrooms will be conducted on a twice daily basis. Markers for a waiting area will be outside of each restroom.

Entering and Exiting the School

The school requests that families designate one parent or caregiver to drop-off and pick-up their children each school day. However, we realize that this may not be possible for all families and on all school days.

Prior to entering the campus, students will be subject to screening requirements (see page 4) consistent with the School's Policy and Protocols for Screening Students.

Student drop-off will take place in the designated areas for each campus, near the school exit, after the student has cleared the screening protocols. After clearing the screening protocols, students will be greeted and directed to their classrooms by school staff.

Handwashing/Hygiene

Students will be required to wash their hands with soap and water, or use hand sanitizer if soap and water are not available, before and after meals, after outside play, before and after using the restroom, after having close contact with others, after using shared surfaces and tools, and after blowing nose, coughing, and sneezing.

Students using hand sanitizer should rub it into their hands until it is completely dry. When students and employees enter a new room, they should wash their hands or use hand sanitizer.

Students using soap and water must follow CDC guidance on proper handwashing techniques, including washing their hands for at least 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly. Parents should teach students proper handwashing techniques according to the CDC guidance (available at <https://www.cdc.gov/handwashing/index.html>), and staff will reinforce these techniques.

Students will also be reminded not to touch their faces, and to use a tissue to wipe their nose and to cough and sneeze inside the tissue or elbow if tissue is not available. **The school encourages parents to also remind students to follow these practices.**

Face Coverings

GVA will follow the CDPH face covering guidelines:

K – 2nd Grade Students – Strongly Encouraged

3rd – 8th Grade Students – Yes, unless exempt*

*Exemptions will require notification from a health care provider.



All students are required to wear a face mask. A face mask should be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced.

Face coverings must be made out of breathable cloth materials, cover a student's entire nose and mouth area, and be secured to the student's head with elastic ties or straps. All face masks are to be school appropriate with no offensive or threatening language or images. There is no color requirement for masks.

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.

Parents should also discuss proper use of face covering with their children, and **have children practice wearing face coverings prior to re-entering school.**

Students with medical conditions or disabilities that prevent them from being able to wear a cloth face covering will be provided with accommodations based on health care provider certification, which may include wearing a face shield. This determination will be made on a case-by-case basis consistent with the School's policy on reasonable accommodation of students.

Consistent with California Department of Public Health (CDPH) requirements, the school will exclude students from campus if they refuse to wear one provided by the school and students are not exempt from wearing a face covering under CDPH guidelines. These students will be referred to full-time distance learning.

Students are encouraged to bring their own face coverings from home but the school will have face coverings available to students who fail to do so or whose face coverings become damaged while at school.

Face coverings that no longer cover the nose and mouth, do not stay on the face, are soiled, or have holes or tears are not acceptable and must be discarded. Students and parents are responsible for maintaining face coverings with proper care. Fabric face coverings should be washed daily per CDC guidance.

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

Developing Illness at School

Students who develop a fever and cough during the school day or other symptoms consistent with COVID-19 will be moved to a designated area, consistent with the School's separate *Protocol on When a Student Exhibits Symptoms Consistent With COVID-19* (see page 6). Students will be asked to wear a face mask while in the designated area.

Field Trips and School Assemblies

At the present time, all field trips and school assemblies will be conducted virtually.

Posting and Distribution

The School will have signs posted at conspicuous places at all school entrances that instruct students, parents, and other visitors not to enter if they are experiencing symptoms associated with COVID-19 (e.g., cough, shortness of breath or difficulty breathing, and/or more of the following: fever, chills, muscle pain, headache, sore throat, new loss of taste or smell, or any other symptom associated with COVID-19 identified by the CDC). The signs will also instruct persons who are not experiencing these symptoms and who can enter the facilities that they are to wear face coverings and maintain six feet of distance between themselves and others while inside.

THE DO'S AND DON'TS OF COMPLIANCE

It will take all of us to keep our community safer on campus. Please read and follow the following “DO”'s and “DON'TS” of Compliance.

- **DO WAVE AND SAY HELLO! DON'T** shake hands or hug.
- **DO** wear a face covering while in communal areas of the school, including in classrooms, and in shared outdoor areas. **DON'T** wear a face covering that is no longer in good repair.
- **DO** stay 6 feet away from others at all times to the extent practical and consistent with the health and safety of the school. **DON'T** think that's all you have to do to comply.
- **DO** comply with all signs and direction or space markers..
- **DO** wash your hands for **at least 20 seconds** with soap and water if you use the restroom, accidentally touch your face or blow your nose, eat, drink, enter or leave the buildings and/or classrooms.
- **DO** bring and use a refillable water bottle labeled with your name.
- **DO** use hand sanitizer when soap and water are not available.
- **DON'T** share individual sets of supplies.
- **DO** stay connected with friends and family during this challenging time. **DON'T** have them visit you at school.
- **DO** ask a teacher or campus administrator if you have any questions about your responsibilities. **DON'T** rely on guesses or rumors.
- **DO set a good example for your peers** by consistently following school policies and protocols on frequent handwashing, physical distancing guidelines, wearing face coverings, and other COVID-19 precautions. **DON'T** think that it is okay not to follow a policy “just this once.”
- **DO** carry an extra mask with you while on campus (the school will have an extra mask in an emergency). **DON'T** use your friend's mask.

THE USE AND DISCLOSURE OF CONFIDENTIAL STUDENT MEDICAL INFORMATION RELATED TO COVID-19

In order to protect the health and safety of the school community and pursuant to guidance and recommendations from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health, the California Department of Education, and local public health officials, the school is implementing policies to take students’ temperatures and screen for symptoms associated with COVID-19 daily. These policies authorize the school to collect certain medical information related to students.

Scope of Coverage

This Policy covers the confidential medical information of all students that the school acquires or obtains and which relates to COVID-19. The information covered by this policy, includes, but is not limited to, symptoms associated with COVID-19, COVID-19 test results, and other health or medical conditions that would place the student at high-risk for a serious illness if the student contracted COVID-19.

Specifically, this policy covers the following types of confidential medical information:

- All confidential medical information acquired by the school during or because of the administration of the school policies related to COVID-19.
- All confidential medical information that the school obtains by means other than by testing or screening administered by the school. For example, the County Public Health Department may inform the school that a student has tested positive or a student may voluntarily disclose a positive or negative COVID-19 diagnosis not as the result of a test result obtained directly by the school.
- All confidential medical information related to COVID-19 that the school acquires or obtains, including, but not limited to, information about a student's health or medical conditions that may put the student at increased risk of serious illness should the student contract COVID-19.

Permissible Uses and Disclosures of Confidential Medical Information

The school may use and disclose a student's confidential medical information to certain parties for certain purposes, including, but not limited to:

- Disclosure to school employees who have a legitimate need to know the information;
- Disclosure to appropriate persons where there is a health or safety emergency and the information is necessary to protect the health or safety of the student or others;
- As required by law, subject to applicable restrictions.

Reasonable Safeguards for Confidential Medical Information

The School employs reasonable safeguards in order to protect against and limit the incidental use and disclosure of student confidential medical information.

School employees must utilize the following safeguards in order to limit the incidental use and disclosure of confidential medical information:

1. Determine if individuals not permitted to access confidential information are with a student before discussing the student's confidential medical information.
2. Do not assume a student will permit disclosure of his/her/their confidential medical information to any individual.
3. Dispose of unnecessary paper products that contain confidential medical information in a shredder.

CLASSROOM MATERIALS

The school has adopted the following protocols and practices regarding classroom materials to mitigate the spread of COVID-19:

- Each child's belongings, supplies, equipment, and electronic devices will be separated and labeled.
- Students should not share supplies. If by chance students do share supplies, teachers will wipe down the supplies between use with an EPA-approved disinfectant. It may be necessary for the items to be quarantined in a container labelled "used basket" for a period of time (24 hours) before disinfecting.
- Students will only use their school issued electronic equipment.
- Teachers should use hand sanitizer before passing papers or other materials out to students

PROTOCOLS FOR MEALS AT SCHOOLS

The School has adopted the following protocols to establish practices to mitigate the spread of COVID-19 during meal times and to promote safe and healthy dining.

School Breakfast

Breakfast for grades K-8 will take place outside, if feasible. The school has adopted the following protocols to establish practices to mitigate the spread of COVID-19 during meal times and to promote safe and healthy dining.

Distribution of school breakfast to each classroom	Tables/seating and eating area will be cleaned and sanitized
Hand washing both before and after eating	Students will not be permitted to share food

The school will provide individually packaged breakfast. Breakfast will be consumed on campus no later than 10:30am for in-person students. Sharing of food is not permitted with other students. Trash must be disposed of immediately by the students. Students who choose to bring their own snack must bring an individually wrapped snack. The wrapper and/or container must be disposable.

Students are strongly encouraged to bring their own reusable water bottle to school each day. Water fountains are not available on campus. Water bottle fill stations are installed around campus. Students will be provided a disposable water cup if they forget a reusable water bottle.

School Lunch

Lunch will only be provided on-site for those students attending Kids' Care. GVA's food service program can provide a lunch or Kids' Care students may bring their own lunch in a disposable bag and/or disposable container.

GVA will continue to provide lunch for all students through meal pickups. Our pickups will be Mondays and Thursdays from 9:45am – 11:45am and 1:00pm – 3:00pm in Modesto and 9:45am – 11:45am and 1:15pm – 3:00pm in Salida. Additionally, if your student needs access to lunch on school days, please notify the Food Service Team at foodservices@greatvalleyacademy.com

PROTOCOLS FOR CLEANING AND DISINFECTING THE SCHOOL CAMPUS

Great Valley Academy has adopted this policy to promote a safe and healthy school and workplace by establishing cleaning, disinfection, and ventilation practices in an effort to mitigate the spread of COVID-19. This policy applies to all areas of the school campus both indoor and outdoor, including buildings, facilities, and grounds. Due to the evolving nature of the COVID-19 public health emergency and the orders and guidance from federal, state, and local governments and public health authorities, the school may, in its sole and absolute discretion, modify or revoke this policy at any time.

In addition to all students and employees practicing healthy hygiene on and off campus, GVA cleaning, disinfecting and ventilation practices have been updated as a response to the COVID-19 pandemic. These practices include routine and frequent cleaning and disinfecting of high-touch surfaces and items throughout the campus.

The school's HVAC system has been updated with Merv-11 air filters that will be maintained and replaced on a frequent schedule that supports safer air quality. Door and windows will be left open as often as possible.

Daily cleaning protocols will follow the CDC and CDPH guidelines and will include the following elements:

- Increased cleaning and disinfecting of all surfaces, doorknobs, light switches, sinks, tables, desks, and chairs, throughout the day with EPA-approved cleaning products
- Use of electrostatic spray technology to reach all surfaces 2 – 3 times per week
- Cleaning of bathrooms and high-touch points twice daily
- In-depth cleaning and disinfecting each evening by janitorial services
- Maintenance and updates of HVAC with continued usage of high-efficiency air filters
- Enhanced air quality and ventilation systems with Bipolar Ionization air purifiers
- Doors and windows remaining open in classrooms as much as possible to provide ventilation and maximum air circulation throughout the buildings
- Thorough cleaning and disinfection of isolation rooms for ill or presumed sick individuals after each use
- Supply of face coverings, gloves, hand sanitizer, facial tissue and disinfectant
- Disinfecting of play structures and outdoor tables daily
- Classroom maintenance to take place at the end of the school day prior to cleaning/disinfecting
- Copiers/printers cleaned with a cloth dampened with sanitizer.
- Employees should clean their personal areas throughout the day, which may include their work table or desk, telephone, laptop, chair, or any other items they use in performing their duties. Cleaning should be done using school-supplied cleaning products and equipment. All personal areas will need to be organized nightly so that they can be disinfected again by custodial staff
- Classroom desktops and chair seat surfaces will be cleaned by custodial staff with approved sanitizing and disinfecting products
- Disposable items used to clean surfaces and items should be thrown in the trash immediately after each use

All School employees and contractors must also adhere to the following requirements when using cleaning and disinfectant products:

- Follow all label directions including appropriate dilution rates, application methods, and contact times
- Utilize safe and correct application methods for cleaning and disinfectant products
- Never mix bleach and other cleaning and disinfection products together, as this can cause fumes that may be dangerous when inhaled.
- Keep all cleaning products and disinfectants out of the reach of children.

- Properly ventilate the space while cleaning and disinfecting and introduce fresh outdoor air as much as possible, for example, by opening windows where practicable.
- Complete thorough cleaning and disinfecting when children are not present and air out the space before children arrive by opening windows
- Wear proper PPE while cleaning (gloves, mask, etc.)

Additional Areas for cleaning, include:

Restrooms

The school will clean and disinfect restrooms and all restroom surfaces frequently throughout the school day and workday.

Hard and Non-Porous Items

Each school day and workday, the school will clean and disinfect with an appropriate disinfectant frequently touched hard and non-porous surfaces or objects, such as glass, metal, or plastic, within the school's buildings, facilities, and grounds. Examples of frequently used surfaces or objects that will receive routine disinfection include, but are not limited to:

Tables	Doorknobs	Light Switches	Countertops
Handles	Desks	Phones	Keyboards
Toilets	Faucets	Sinks	Touch Screens
Copiers	Electronic Devices	Printers	Handrails

Disinfecting Action Plan for Confirmed Case

GVA will conduct the following in the event of a confirmed case, which includes:

1. Close off areas used by the person who is sick.
2. Open outside doors and windows to increase air circulation in the area.
3. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
4. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas
5. Once an area has been appropriately disinfected, it can be opened for use.

Employee Cleaning and Disinfecting Responsibilities

The school and each of its employees serve a critical role in promoting a safe and healthy school and workplace. To that end, the school will make cleaning and disinfectant products available to employees, train employees on the safe and correct use of cleaning and disinfectant products, and provide appropriate PPE to employees so employees can carry out the following individual responsibilities:

- Employees must clean and disinfect all frequently-touched surfaces and objects the employee comes into contact with after the employee touches the surface or object, including, but not limited to, in office workspaces, breakrooms, classrooms, copy rooms, restrooms, and communal areas.
- Classroom teachers must clean and disinfect frequently-touched surfaces and objects in the classroom when feasible.
- Classroom teachers must avoid the sharing of objects, supplies, and equipment, such as toys, games, art supplies, electronic devices, books, and learning aids between students to the extent practicable. When certain objects, supplies, or equipment must be shared between students, classroom teachers must clean and disinfect those items between uses.
- Classroom teachers must remind students to keep their personal belongings separate, to not share

their personal belongings with other students, and to take their personal belongings home each day for cleaning.

- Employees must carry out any additional cleaning and disinfecting responsibilities set forth in this policy and as directed by their supervisor.

Decontamination Cleaning

GVA will observe the following protocols:

- Close off areas visited by ill person, open outside doors and windows and to increase air circulation in the area
- Clean all contact surfaces in contaminated areas with an EPA-approved disinfectant
- Do not clean with dry dusting or sweeping because this may create aerosols. Use damp cleaning methods
- Frequently clean mop heads, rags, and similar items and disinfectant solutions frequently during the decontamination procedure.
- Use a double-bucket method (one bucket for cleaning solution, one for rinsing).
- Use enviro sprayers to spray disinfect all surfaces
- Clean, disinfect and dry equipment used for cleaning after each use
- Throw disposable items used to clean surfaces and items in the trash immediately after use

Trash Handling

When handling trash:

- Wear masks
- Wear gloves
- Avoid touching used tissues and other waste when emptying wastebaskets
- Wash hands according to CDC guidance after handling trash

Facility Modifications

The following modifications will be in effect on campus until further notice:

- Drinking fountains will be deactivated
- Hard or non-porous surfaces in the classrooms should be wiped down at the beginning and end of each school day and at the end of school day by teachers. They will be sanitized again that evening by custodial staff.

Heating, Cooling, & Ventilation

HVAC has been modified to include a bipolar ionization air purifier

- Each classroom will have the air conditioning systems 'on' at all times to help with the circulation within the room
- Classroom doors and windows should remain open while students are present

The school will follow the enhanced cleaning protocols during the COVID-19 pandemic and will pivot to deep cleaning in the event of a confirmed case in our community.

TRAINING

Prior to re-entering the school for in-person learning, the school has trained all employees on the various aspects of the policies and procedures of re-entry. Our re-entry plan consists of a staggered re-entry of grade levels, allowing the community time to transition and familiarize themselves with the new procedures.



Great Valley Academy Modesto
September 2020

	A Actual YTD Jul-Sep 20	B Revised Budget YTD Jul-Sep 20	C Estimated Balance of year Oct 20-Jun 21	D Revised Budget Balance of year Oct 20-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Aug-20	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	1,581,557	1,113,185	6,430,250	6,898,622	7,547,408	8,011,807	8,011,807
8100 · Federal Revenue	408,758	369,262	238,091	239,866	254,866	609,128	646,849
8300 · Other State Revenues	74,961	104,904	189,347	197,125	207,634	302,029	264,308
8600 · Other Local Revenue	6,753	51,800	328,447	283,400	417,200	335,200	335,200
8700 · Selpa	66,318	82,718	369,042	352,642	455,807	435,360	435,360
Total Income	2,138,347	1,721,869	7,555,177	7,971,654	8,882,916	9,693,524	9,693,524
Gross Profit	2,138,347	1,721,869	7,555,177	7,971,654	8,882,916	9,693,524	9,693,524
Expense							
1000 · Certificated Salaries	604,066	607,721	2,700,326	2,696,671	3,207,723	3,304,392	3,304,392
2000 · Classified Salaries	365,796	370,007	1,557,943	1,553,732	1,850,164	1,923,739	1,923,739
3000 · Employee Benefits	280,609	311,449	1,286,007	1,255,167	1,521,712	1,566,616	1,566,616
4000 · Books & Supplies	159,737	189,309	692,154	662,582	646,199	851,891	851,891
5000 · Services & Other Operating Exp	366,015	343,927	1,221,342	1,243,430	1,228,552	1,587,357	1,587,357
6000 · Capital Outlay	0	0	35,000	35,000	35,000	35,000	35,000
7430 · All Other Financing Uses	53,015	53,015	272,173	272,173	325,188	325,188	325,188
Total Expense	1,829,239	1,875,429	7,764,944	7,718,754	8,814,539	9,594,183	9,594,183
Net Ordinary Income	309,108	-153,559	-209,767	252,900	68,377	99,341	99,341

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	4,881,314.81	4,685,556.01	4,547,008.41	P1 4,467,903.89	4,282,145.08	3,965,563.55	3,532,246.52	3,056,181.15		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	164,580.57	164,580.57	164,580.57	0.00	2,071,659.29	5,486,019.00
EPA Funding	8012		0.00	417,679.00			42,266.00			44,054.00			0.00	232,900.00	736,899.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							72,491.00						67,399.00	139,890.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	9,090.91	(21,314.58)	100,000.00
LLMF Federal CR sec 110	8290			369,262.00										37,721.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	525.45	(2,244.95)	5,780.00
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550						14,945.21						0.00	0.00	14,945.21
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58				0.00	0.00	0.00	0.00	0.00	(4,482.03)	0.00	0.00
Uniform Sales	8638		1,089.01	(57.00)	5,000.00				10,000.00				3,967.99	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	17,266.67	50,938.52	207,200.00
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	(4,859.22)	108,000.00
Selpa	8792	22,106.00	22,106.00	22,106.00	39,791.16	39,791.16	39,791.16	39,791.16	39,791.16	22,106.20	22,106.20	22,106.20	0.00	103,767.50	435,359.90
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	626,306.19	621,306.19	678,517.40	737,960.48	631,306.19	500,483.47	383,747.96	340,999.63	197,233.89	2,837,315.27	9,693,523.68
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	401,618.59	0.00	3,304,392.01
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	174,885.35	158,859.73	0.00	1,923,738.81
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	214,816.61	0.00	1,566,615.90
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	124,226.39	0.00	851,891.40
Services & Other Operating Expense	5000-5999	62,869.22	45,216.53	257,928.95	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	132,279.71	163,104.14	0.00	1,587,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	130,798.49	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	832,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	817,065.00	1,213,423.96		9,594,182.50
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(205,758.81)	(195,758.81)	(138,547.60)	(79,104.52)	(185,758.81)	(316,581.53)	(433,317.03)	(476,065.36)	(1,016,190.06)	2,837,315.27	99,341.18
Accruals Received		1,247,597.69	292,209.75	38,873.11	125,428.42										1,704,108.97
Line of Credit (1,000,000)		(996,972.81)	(294,262.90)	16,112.79											0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	4,881,314.81	4,685,556.01	4,547,008.41	4,467,903.89	4,282,145.08	3,965,563.55	3,532,246.52	3,056,181.15	2,039,991.09		

Great Valley Academy Salida
September 2020

	A Actual YTD Jul-Sep 20	B Revised Budget YTD Jul-Sep 20	C Actual Estimated Balance of year Oct 20-Jun 21	D Revised Budget Balance of year Oct 20-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	1,412,012	1,412,285	6,162,122	6,161,849	7,015,714	7,574,134	7,574,134
8100 • Federal Revenue	328,714	300,346	152,811	181,179	181,179	481,525	481,525
8300 • Other State Revenues	97,787	96,971	186,867	187,684	195,400	284,655	284,655
8600 • Other Local Revenue	783	58,488	315,967	258,263	371,750	316,750	316,750
8700 • SELPA	63,393	89,363	294,059	268,089	357,452	357,452	357,452
Total Income	1,902,690	1,957,453	7,111,826	7,057,063	8,121,496	9,014,516	9,014,516
Gross Profit	1,902,690	1,957,453	7,111,826	7,057,063	8,121,496	9,014,516	9,014,516
Expense							
1000 • Certificated Salaries	544,023	572,354	2,542,466	2,514,135	2,913,769	3,086,490	3,086,490
2000 • Classified Salaries	323,306	337,957	1,331,032	1,316,380	1,597,609	1,654,337	1,654,337
3000 • Employee Benefits	244,770	287,668	1,165,970	1,123,071	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	114,336	155,195	584,041	543,182	501,191	698,377	698,377
5000 • Services & Other Operating Exp	296,065	329,719	1,225,716	1,192,062	1,232,917	1,521,782	1,521,782
6000 • Capital Outlay	8,801	0	96,199	105,000	105,000	105,000	105,000
7430 • All Other Financing Uses	89,610	89,610	322,282	322,282	411,892	411,892	411,892
Total Expense	1,620,911	1,772,504	7,267,705	7,116,112	8,088,832	8,888,616	8,888,616
Net Ordinary Income	281,779	184,949	-155,879	-59,049	32,664	125,900	125,900

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,396,761.76	3,368,038.72	3,377,396.13	3,446,445.53	3,154,063.50	2,851,908.87	2,438,518.64	1,982,380.09		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,900,664.42	6,125,997.00
EPA Funding	8012		0.00	42,547.00		42,547.00		42,547.00		44,054.00			0.00	41,040.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.12	91,591.12	91,591.12	91,591.12	91,591.12	160,284.47	80,142.23	80,142.23	80,142.23	80,142.23	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	7,272.73	(13,822.81)	80,000.00
LLMF Federal CR sec 110	8290			300,346.00										0.00	300,346.00
State Food Revenue	8520			2,367.25	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	363.64	(1,639.98)	4,000.00
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,415.30						0.00	(68.45)	14,346.85
LLMF St GEER & GF Funds sec 110	8590			63,390.00										33,581.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561													41,696.06	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19										(32,030.18)	0.00
Other Local (Kids Care)	8689	206.29	127.28	243.16	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	16,812.50	49,860.77	201,750.00
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	11,293.48	115,000.00
Selpa	8792	21,131.00	21,131.00	21,131.00	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	29,787.69	0.00	0.00	0.00	115,333.15	357,452.30
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	708,404.68	708,404.68	765,366.98	825,058.97	463,627.53	453,854.93	342,619.34	299,871.01	116,091.10	2,428,527.08	9,014,516.21
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	376,508.83	0.00	3,086,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	147,708.68	149,362.26	0.00	1,654,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	184,585.78	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	118,456.07	0.00	698,376.80
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	126,815.14	211,195.09	0.00	1,521,781.69
Capital Outlay	6000-6999	0.00	0.00	8,801.00	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00	66,199.00	105,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	83,321.76	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	771,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	756,009.56	1,138,429.78	66,199.00	8,888,616.26
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(62,604.89)	(47,604.89)	9,357.41	69,049.40	(292,382.04)	(302,154.63)	(413,390.23)	(456,138.56)	(1,022,338.69)	2,362,328.08	125,899.95
Accruals Received		706,964.83	44,192.31	32,747.43	47,910.79	18,881.85									850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)											
Note Payable for Curriculum From Modesto (to Modesto)	\$ -														
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,396,761.76	3,368,038.72	3,377,396.13	3,446,445.53	3,154,063.50	2,851,908.87	2,438,518.64	1,982,380.09	960,041.40		

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
November 30, 2020 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/89954160543?pwd=REVtQkc3OVA2Q0dITlItVW5nekE0dz09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 89954160543

Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - a. **PUBLIC PARTICIPATION**
 - b. **MODESTO PRINCIPAL REPORT**
 - c. **SALIDA PRINCIPAL REPORT**
 - d. **HOMESCHOOL PRINCIPAL REPORT**
 - e. **CHIEF OPERATING OFFICER'S REPORT**
 - f. **CHIEF EXECUTIVE OFFICER'S REPORT**
 - g. **FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of October 26, 2020
- b. Approval of 1st Interim Report – Modesto
- c. Approval of 1st Interim Report - Salida

e. ACTION ITEMS

- a. Approval of LCFF Budget Overview for Parents (BOP) – Modesto
- b. Approval of LCFF Budget Overview for Parents (BOP) – Salida
- c. Acceptance of Modesto 2019/2020 Audit
- d. Acceptance of Salida 2019/2020 Audit
- e. Approval of 401(k) Formal Record of Action

f. INFORMATION AND DISCUSSION

- a. Monthly Financials

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – January 25, 2021

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

November 24, 2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Sept 18th- Nov. 16th]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	71	67.750	96.67%	70.218	98.05%
1	78	74.250	96.01%	76.953	97.02%
2	82	79.166	96.54%	81.406	98.04%
3	87	84.500	97.12%	85.046	97.56%
4	71	66.750	94.79	68.421	96.51%
5	94	89.916	95.91	90.921	96.72%
6	102	97.750	95.83	100.031	98.06%
7	91	89.666	98.53%	89.671	98.54%
8	87	83.250	95.68	85.687	96.60%
Total	763	733.000	96.37	748.359	97.47%

2. Key Accomplishments:

- Weekly Staff 20 Minute Check In
- Thursdays- Ongoing SCOE Tech Support
- Continuation of distance learning processes
- high distance learning engagement
- Tech Equipment installed in all classrooms to allow for live streaming of lessons
- Academic Report Cards Nov. 18
- K-6 Hybrid Cohorts on Campus

3. Upcoming Key Events/Activities:

- Awaiting Hybrid Start Date for 7-8
- Finalizing all Classrooms with Tech Equipment (Resource Room)
- Continue teacher training and comfortability with tech equipment

Great Valley Academy Salida

Charter School Monthly Summary Report

November 30, 2020

November Attendance dates 11/2/20-11/19/20

YTD Attendance dates 08/11/20-11/19/200

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA %
K	89	85.69	95.95	88.20	96.87
1	84	81.54	97.06	83.43	98.20
2	94	91.54	97.06	93.12	98.04
3	94	81.54	97.06	90.31	98.16
4	89	86.92	97.66	88.97	99.14
5	89	86.15	96.05	88.35	98.00
6	90	87.08	96.34	89.65	97.99
7	83	78.77	94.11	82.31	96.15
8	95	88.61	93.27	91.18	95.98
Total	805	776.00	96.11	795.25	97.61

2. Key Accomplishments:

- a. K-6 students now successfully engaging in hybrid model
- b. Significant improvements made in student pick-up process
- c. Health protocols implemented successfully
- d. Nearly all classroom tech upgrades complete
- e. November 13th – All staff community Zoom meeting
- f. Mastery Team successfully initiated support/best practices staff support process

3. Upcoming Key Events/Activities:

- a. November 25th – 27th: Thanksgiving Break
- b. November 30th – December 4th: Academic Report Cards go home
- c. December 21st – January 1st: Christmas Vacation

Great Valley Academy Homeschool

Charter School Monthly Summary Report

November 30, 2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	18	15.2	95.6	13.2	96.5
1	15	13.7	99	14.8	98.8
2	13	13	100	11.7	99.1
3	15	14.3	98.7	13.9	98.2
4	11	10.3	100	10	100
5	14	11.9	98.9	11.4	99.6
6	7	6.9	99.1	8.1	99.7
7	11	10.4	99.4	11	99.6
8	7	5.3	84.3	5.6	92.1
Total	111	101.3	97.8	100.2	98.4

2. Key Accomplishments:

- a. November 3rd – Homeschool Parent Orientation
- b. Weekly Enrichment Classes Via Zoom – Featuring Project Based Learning
- c. November 9th – New Paraprofessional joined us to support AT in supporting families
- d. November 13th – Last day of 1st Trimester
- e. November 20th – Report Cards 1st Trimester

3. Upcoming Key Events/Activities:

- a. December 1st – Homeschool Parent Orientation
- b. Weekly Enrichment Classes Via Zoom – Featuring Project Based Learning
- c. December 2nd – GVA Homeschool Parent Connection Zoom Meeting

Chief Operating Officer's Report
November 30, 2020
Board Meeting



Process and Policy Updates

- ❖ Hybrid Learning Student/Parent Handbook – Complete
- ❖ All Employee Return to Work Training – Complete
- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Injury & Illness Policy – In Progress

Multi-Campus Responsibilities

- ❖ Installation of Classroom Live Streaming Equipment – Complete
- ❖ Annual 19/20 Audit – Complete
- ❖ Enrollment Season Marketing Initiatives – In Progress
- ❖ Learning Loss Mitigation Spending Plan – In Progress
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Hybrid Schedule – Ongoing
- ❖ Chromebook Management – Ongoing
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Winter 2020
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ October 2020
 - ❑ 2,023 Users Visited (91.4% New/8.6% Returning)
 - ❑ 6,314 Page Views
 - ❑ Users Averaged 1:44 Minutes on the Site
 - ❑ 54.03% Mobile – 44.68% Desktop – 1.29% Tablet
 - ❑ Type: Organic 60.0% – Direct 35.3% – Referral 3.8% – Social .90%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ SSC Governor Budget Review – January 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ Charter Safe COVID Webinars – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing



Chief Executive Officer's Report
November 30, 2020
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Weekly SCOE Superintendent meetings

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Ne teacher's aide added to staff
- Expanded into adjoining suite

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes



Founders Report
Great Valley Academy School Board
November 30, 2020

Great Valley Smart continues to move toward the start of onsite learning. Even though GVS will still be remote, we are coordinating schedules with teachers and other support staff to provide a great educational opportunity without undue stress on students or their families.

Staff trainings have continued to get the maximum benefit from online GVS.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques to students. They are also being adapted to train teachers in the importance of brain development.

Lindsey Duran, Salida teacher and Smart Reading System director, and I have continued to meet twice a week for 2 hours each. The purpose is to train her in visual function, vision as it relates to learning and student visual evaluation. Her role is part of my exit program.

Considering these unusual conditions, I feel things are going well.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
October 26, 2020

MINUTES

Members Present: Steve Payne, Yolanda Meraz, Chad Wolf, Vince Jamison, Susan Nisan

Members Absent: Twila Tosh

Great Valley

Academy Staff Present: Leah Silvestre, Marisa Meeks, Mike Ruehle, Russ Howell, Christine Frost, Dr. Eldon Rosenow, Kelli Rupe

Audience Present: Patti Perales

Call to Order/

Pledge of Allegiance: Mr. Payne welcomed everyone and led the Pledge of Allegiance.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Modesto Principal

Report: Mr. Ruehle talked about how smoothly and successful things went during this first day of having kids back on campus.

Salida Principal

Report: Mr. Howell talked about the kids first day back on campus and how things went better than expected while recognizing the areas that need improvement. The students were eager and responsive!

Homeschool Principal

Report: Ms. Frost said that things were going smoothly with the new teachers and they are celebrating getting closer to hiring a para.

Chief Operating

Officer's Report: Mrs. Meeks talked about the health and safety training of over 200 employees in 10 sessions. The feedback from staff was very positive!

MINUTES

Regular Meeting of the Board

October 26, 2020

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Chief Executive

Officer's Report:

Ms. Silvestre talked about the staff health and safety training saying that we were able to social distance and there was a lot of good feedback. Staff comments included additional level of trust! She also said that she had a conversation with Public Health and GVA was given kudos for doing such a great job of going "next level" protocols. Very encouraging!

Founder's Report:

Dr. Rosenow told the Board that GVS continues to make videos and online sessions are still going well.

Approval of Agenda/ Order of Agenda:

The motion was made by Mrs. Meraz, seconded by Mr. Wolf, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Meraz, Wolf, Payne, Jamison, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the consent agenda items. A roll call vote was taken.

AYES: Meraz, Wolf, Payne, Jamison, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Meraz, seconded by Mr. Wolf approving the COVID-19 Student/Parent Handbook Addendum. A roll call vote was taken.

AYES: Meraz, Wolf, Payne, Jamison, Nisan

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

October 26, 2020

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Information and

Discussion:

Monthly Financials

Both campuses continue to have a strong cash reserve which is providing much needed cash during statewide deferrals (no borrowing necessary).

Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – November 30, 2020

~4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 4:51 pm

Great Valley Academy-Modesto Campus
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED & RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,547,408	8,011,807	2,124,189	8,004,614
2) Federal Revenue	8100-8299	254,866	609,128	417,047	743,100
3) Other State Revenue	8300-8599	207,635	302,029	70,748	283,464
4) Other Local Revenue	8600-8799	873,007	770,560	114,468	573,712
5) TOTAL REVENUES		8,882,916	9,693,524	2,726,452	9,604,890
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	3,207,723	3,304,392	901,687	3,304,392
2) Classified Salaries	2000-2999	1,850,164	1,923,739	522,401	1,891,738
3) Employee Benefits	3000-3999	1,521,712	1,566,616	387,023	1,566,616
4) Books and Supplies	4000-4999	646,199	851,891	237,344	851,891
5) Services & Other Operating Exp	5000-5999	1,228,552	1,587,357	422,315	1,563,357
6) Capital Outlay	6000-6999	35,000	35,000	9,641	35,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299	325,188	325,188	70,687	297,109
	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		8,814,538	9,594,183	2,551,098	9,510,103
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		68,378	99,341	175,354	94,787
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses					
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	0	0	0	0
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		68,378	99,341	175,354	94,787
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	8,079,475	8,079,475		8,079,575
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		8,079,475	8,079,475		8,079,575
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		8,079,475	8,079,475		8,079,575
2) Ending Balance, June 30 (E + F1e)		8,147,853	8,178,816		8,174,362

Great Valley Academy-Modesto Campus
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,407,518	7,871,917	2,124,189	7,865,416
2) Federal Revenue	8100-8299	0	0	0	0
3) Other State Revenue	8300-8599	153,274	147,910	(11,634)	147,910
4) Other Local Revenue	8600-8799	417,200	307,200	30,465	131,588
5) TOTAL REVENUES		7,977,992	8,327,027	2,143,020	8,144,914
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,958,356	3,035,025	852,515	3,035,025
2) Classified Salaries	2000-2999	1,659,502	1,683,077	421,625	1,651,076
3) Employee Benefits	3000-3999	1,390,887	1,425,791	350,199	1,425,791
4) Books and Supplies	4000-4999	267,885	308,911	73,833	308,911
5) Services & Other Operating Exp	5000-5999	679,061	753,366	261,213	729,366
6) Capital Outlay	6000-6999	35,000	35,000	9,641	35,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299 7400-7499	212,052 0	212,052 0	70,687 0	212,061 0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		7,202,743	7,453,222	2,039,713	7,397,230
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		775,249	873,805	103,307	747,684
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	(594,819)	(662,412)	0	(540,845)
4) TOTAL, OTHER FINANCING SOURCES/USES		(594,819)	(662,412)	0	(540,845)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		180,430	211,393	103,307	206,839
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	7,967,423	7,967,423		7,967,523
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		7,967,423	7,967,423		7,967,523
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		7,967,423	7,967,423		7,967,523
2) Ending Balance, June 30 (E + F1e)		8,147,853	8,178,816		8,174,362

Great Valley Academy-Modesto Campus
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	139,890	139,890	0	139,198
2) Federal Revenue	8100-8299	254,866	609,128	417,047	743,100
3) Other State Revenue	8300-8599	54,361	154,119	82,382	135,554
4) Other Local Revenue	8600-8799	455,807	463,360	84,003	442,124
5) TOTAL REVENUES		904,924	1,366,497	583,432	1,459,976
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	249,367	269,367	49,172	269,367
2) Classified Salaries	2000-2999	190,662	240,662	100,776	240,662
3) Employee Benefits	3000-3999	130,825	140,825	36,824	140,825
4) Books and Supplies	4000-4999	378,314	542,980	163,511	542,980
5) Services & Other Operating Exp	5000-5999	549,491	833,991	161,102	833,991
6) Capital Outlay	6000-6999	0	0	0	0
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299 7400-7499	113,136 0	113,136 0	0 0	85,048 0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		1,611,795	2,140,961	511,385	2,112,873
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		(706,871)	(774,464)	72,047	(652,897)
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	594,819	662,412	0	540,845
4) TOTAL, OTHER FINANCING SOURCES/USES		594,819	662,412	0	540,845
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		(112,052)	(112,052)	72,047	(112,052)
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	112,052	112,052		112,052
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		112,052	112,052		112,052
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		112,052	112,052		112,052
2) Ending Balance, June 30 (E + F1e)		0	0		0

FISCAL YEAR 2020-2023

11/23/20 10:07 AM

GENERAL FUND FINANCIAL PROJECTIONS

Great Valley AcademyModesto

		FISCAL YEAR 2020-2021				FISCAL YEAR 2021-2022				FISCAL YEAR 2022-2023			
				SOURCE FOR PROJECTION				SOURCE FOR PROJECTION				SOURCE FOR PROJECTION	
Description	Account Codes	Projection Factors	Unrestr. 20-21 1st Yr. Proj.	Restr 20-21 1st Yr. Proj.	Total 20-21 1st Yr. Proj.	Projection Factors	Unrestr. 21-22 2nd Yr. Proj.	Restr 21-22 2nd Yr. Proj.	Total 21-22 2nd Yr. Proj.	Projection Factors	Unrestr. 22-23 3rd Yr. Proj.	Restr 22-23 3rd Yr. Proj.	Total 22-23 3rd Yr. Proj.
Fund Balance-July 1 Estimated			\$7,967,412	\$112,052	\$8,079,464		\$8,174,251	\$0	\$8,174,251		\$8,310,646	\$0	\$8,310,646
Unaudited Actual Adjustments			\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
July 1 Unaudited	9791		\$7,967,412	\$112,052	\$8,079,464		\$8,174,251	\$0	\$8,174,251		\$8,310,646	\$0	\$8,310,646
Audit Adjustments	9793		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Adjustment for Restatements	9795		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Net Beginning Balance			\$7,967,412	\$112,052	\$8,079,464		\$8,174,251	\$0	\$8,174,251		\$8,310,646	\$0	\$8,310,646
Revenue Limit Sources	8010-8099	see notes	\$7,865,416	\$139,198	\$8,004,614	see notes	\$8,003,048	\$144,087	\$8,147,135	see notes	\$7,996,849	\$148,409	\$8,145,258
Federal Revenues	8100-8299	see notes	\$0	\$743,100	\$743,100	see notes	\$0	\$244,062	\$244,062	see notes	\$0	\$248,384	\$248,384
Other State Revenues	8300-8599	see notes	\$147,910	\$135,554	\$283,464	see notes	\$147,910	\$49,215	\$197,125	see notes	\$150,591	\$50,003	\$200,594
Other Local Revenues	8600-8799	see notes	\$131,588	\$442,124	\$573,712	see notes	\$415,200	\$446,863	\$862,063	see notes	\$430,031	\$458,368	\$888,399
Total Operating Revenues			\$8,144,914	\$1,459,976	\$9,604,890		\$8,566,158	\$884,227	\$9,450,385		\$8,577,471	\$905,164	\$9,482,635
Certificated Salaries	1000-1999	see notes	\$3,035,025	\$269,367	\$3,304,392	see notes	\$3,114,251	\$293,641	\$3,407,892	see notes	\$3,114,251	\$293,641	\$3,407,892
Classified Salaries	2000-2999	see notes	\$1,651,076	\$240,662	\$1,891,738	see notes	\$1,668,151	\$264,504	\$1,932,655	see notes	\$1,555,731	\$285,664	\$1,841,395
Employee Benefits	3000-3999	see notes	\$1,425,791	\$140,825	\$1,566,616	see notes	\$1,487,422	\$145,028	\$1,632,450	see notes	\$1,602,633	\$156,630	\$1,759,263
Books and Supplies	4000-4999	see notes	\$308,911	\$542,980	\$851,891	see notes	\$400,225	\$274,000	\$674,225	see notes	\$400,225	\$274,000	\$674,225
Services, Other Operating	5000-5999	see notes	\$729,366	\$833,991	\$1,563,357	see notes	\$839,070	\$449,445	\$1,288,515	see notes	\$839,428	\$485,401	\$1,324,829
Capital Outlay	6000-6999 7100-7299	see notes	\$35,000	\$0	\$35,000	see notes	\$50,000	\$0	\$50,000	see notes	\$10,000	\$0	\$10,000
Other Outgo	7400-7499	see notes	\$212,061	\$85,048	\$297,109	see notes	\$212,052	\$116,201	\$328,253	see notes	\$212,052	\$119,266	\$331,318
Direct Support/Indirect Costs	7300-7399		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Total Operating Expenditures			\$7,397,230	\$2,112,873	\$9,510,103		\$7,771,171	\$1,542,819	\$9,313,990		\$7,734,320	\$1,614,602	\$9,348,922
Operating Excess (Deficit)			\$747,684	(\$652,897)	\$94,787		\$794,987	(\$658,592)	\$136,395		\$843,151	(\$709,438)	\$133,713
Transfers In	8910-8929		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Transfers Out	7600-7629		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Sources	8930-8979		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Uses	7630-7699		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Long Term Liability	9660-9669		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Contrib. to Restricted Program	8980-8999		(\$540,845)	\$540,845	\$0		(\$658,592)	\$658,592	\$0		(\$709,438)	\$709,438	\$0
Net Increase (Decrease) to Fund Balance			\$206,839	(\$112,052)	\$94,787		\$136,395	\$0	\$136,395		\$133,713	\$0	\$133,713
Ending Fund Balance			\$8,174,251	\$0	\$8,174,251		\$8,310,646	\$0	\$8,310,646		\$8,444,359	\$0	\$8,444,359
Recommended Reserve (Unr)	3.00%		\$244,347				\$256,985				\$257,324		
Reserve			\$8,174,251				\$8,310,646				\$8,444,359		
Reserve %			85.95%				89.23%				90.32%		

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2020-2021

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 886.43 ADA and 43.0% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 886.43 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising is impacted by Distance & Hybrid Learning Systems

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2019/20 actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/21 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 886.43 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based on schedule - Special Ed and LPSBG
- 2000-2999 Salaries based on schedule - Special Ed, Food Services and LPSBG
- 3000-3999 Assumes medical & retirement benefits for Special Ed, Food Service and LPSBG to certificated and classified salaries
- 4000-4999 Assumes purchase of materials for Special Ed, Food Services and LPSBG based on 2020/21 Budget projections plus LLMF
- 5000-5999 Assumes SCOE Indiv. Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections plus LLMF
- 6000-6999 Assumes no continued expenditures in this category
- 7100-7299/
- 7400-7499 SELPA Insurance Pool per 2020/21 SCOE Budget projections
- 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2021-2022

All assumptions are a first attempt made with current information available and without further details regarding funding at the state level.

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 902.5 ADA and 43% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 886.43 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2019/20 actual with growth

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2019/20 actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/21 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 886.43 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based on schedule - Special Ed
- 2000-2999 Salaries based on schedule - Special Ed and Food Services
- 3000-3999 Assumes medical & retirement benefits for Special Ed and Food Service to certificated and classified salaries
- 4000-4999 Assumes purchase of materials for Special Ed and Food Services based on 2020/21 Budget projections
- 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections
- 6000-6999 Assumes no continued expenditures in this category
- 7100-7299/
- 7400-7499 SELPA Insurance Pool per 2020/21 SCOE Budget projections
- 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

GREAT VALLEY ACADEMY:**Budget Assumptions for MYP****2022-2023**

All assumptions are a first attempt made with current information available and without further details regarding funding at the state level.

UNRESTRICTED**REVENUES:**

- 8010-8099 LCFF revenue is based on 902.5 ADA and 43% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 902.5 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2021/22 budget projection with growth

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2021/22 budget projection
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED**REVENUES:**

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/21 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 902.5 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based on schedule - Special Ed
- 2000-2999 Salaries based on schedule - Special Ed and Food Services
- 3000-3999 Assumes medical & retirement benefits for Special Ed and Food Service to certificated and classified salaries
- 4000-4999 Assumes purchase of materials for Special Ed and Food Services based on 2021/22 Budget projections
- 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections
- 6000-6999 Assumes no continued expenditures in this category
- 7100-7299/
- 7400-7499 SELPA Insurance Pool per 2020/21 SCOE Budget projections
- 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

Great Valley Academy-Salida
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED & RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,015,714	7,574,134	2,054,680	7,574,134
2) Federal Revenue	8100-8299	181,179	481,525	329,331	549,438
3) Other State Revenue	8300-8599	195,401	284,655	95,444	323,369
4) Other Local Revenue	8600-8799	729,202	674,202	82,421	453,748
5) TOTAL REVENUES		8,121,496	9,014,516	2,561,876	8,900,689
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,913,769	3,086,489	803,725	3,086,489
2) Classified Salaries	2000-2999	1,597,609	1,654,337	456,214	1,630,337
3) Employee Benefits	3000-3999	1,326,454	1,410,739	357,727	1,410,739
4) Books and Supplies	4000-4999	501,191	698,377	176,793	698,377
5) Services & Other Operating Exp	5000-5999	1,232,917	1,521,782	368,111	1,497,782
6) Capital Outlay	6000-6999	30,000	105,000	8,801	89,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299	411,892	411,892	119,480	411,892
8) Transfers of Indirect/Direct Support Costs	7400-7499	0	0	0	0
9) TOTAL EXPENDITURES	7300-7399	8,013,832	8,888,616	2,290,851	8,824,616
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		107,664	125,900	271,025	76,073
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses					
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	0	0	0	0
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		107,664	125,900	271,025	76,073
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	6,604,684	6,604,684		6,604,684
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		6,604,684	6,604,684		6,604,684
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		6,604,684	6,604,684		6,604,684
2) Ending Balance, June 30 (E + F1e)		6,712,348	6,730,584		6,680,757

Great Valley Academy-Salida
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	6,882,654	7,441,074	2,054,680	7,441,074
2) Federal Revenue	8100-8299	0	0	0	0
3) Other State Revenue	8300-8599	149,231	141,988	(3,370)	172,359
4) Other Local Revenue	8600-8799	371,750	276,750	2,123	31,123
5) TOTAL REVENUES		7,403,635	7,859,812	2,053,433	7,644,556
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,762,466	2,895,186	755,429	2,895,186
2) Classified Salaries	2000-2999	1,507,453	1,514,181	375,971	1,490,181
3) Employee Benefits	3000-3999	1,267,163	1,341,448	332,205	1,341,448
4) Books and Supplies	4000-4999	273,635	331,894	34,915	331,894
5) Services & Other Operating Exp	5000-5999	695,312	745,787	200,122	721,787
6) Capital Outlay	6000-6999	30,000	105,000	8,801	89,000
7) Other Outgo (excluding Transfers of Indirect/	7100-7299	360,000	360,000	119,480	358,440
Direct Support Costs)	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		6,896,029	7,293,496	1,826,923	7,227,936
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		507,606	566,316	226,510	416,620
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	(305,196)	(345,670)	0	(245,801)
4) TOTAL, OTHER FINANCING SOURCES/USES		(305,196)	(345,670)	0	(245,801)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		202,410	220,646	226,510	170,819
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	6,509,938	6,509,938		6,509,938
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		6,509,938	6,509,938		6,509,938
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		6,509,938	6,509,938		6,509,938
2) Ending Balance, June 30 (E + F1e)		6,712,348	6,730,584		6,680,757

Great Valley Academy-Salida
2020-2021 First Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	133,060	133,060	0	133,060
2) Federal Revenue	8100-8299	181,179	481,525	329,331	549,438
3) Other State Revenue	8300-8599	46,170	142,667	98,814	151,010
4) Other Local Revenue	8600-8799	357,452	397,452	80,298	422,625
5) TOTAL REVENUES		717,861	1,154,704	508,443	1,256,133
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	151,303	191,303	48,296	191,303
2) Classified Salaries	2000-2999	90,156	140,156	80,243	140,156
3) Employee Benefits	3000-3999	59,291	69,291	25,522	69,291
4) Books and Supplies	4000-4999	227,556	366,483	141,878	366,483
5) Services & Other Operating Exp	5000-5999	537,605	775,995	167,989	775,995
6) Capital Outlay	6000-6999	0	0	0	0
7) Other Outgo (excluding Transfers of Indirect/	7100-7299	51,892	51,892	0	53,452
Direct Support Costs)	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		1,117,803	1,595,120	463,928	1,596,680
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		(399,942)	(440,416)	44,515	(340,547)
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	305,196	345,670	0	245,801
4) TOTAL, OTHER FINANCING SOURCES/USES		305,196	345,670	0	245,801
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(94,746)	(94,746)	44,515	(94,746)
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	94,746	94,746		94,746
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		94,746	94,746		94,746
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		94,746	94,746		94,746
2) Ending Balance, June 30 (E + F1e)		0	0		0

FISCAL YEAR 2020-2023

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GENERAL FUND FINANCIAL PROJECTIONS

Great Valley AcademySalida

		FISCAL YEAR 2020-21				FISCAL YEAR 2021-22				FISCAL YEAR 2022-23			
		ESTIMATED		SOURCE FOR PROJECTION		BUDGET		SOURCE FOR PROJECTION		PROJECTION		SOURCE FOR PROJECTION	
Description	Account Codes	Projection Factors	Unrestr. 20-21 1st Yr. Proj.	Restr 20-21 1st Yr. Proj.	Total 20-21 1st Yr. Proj.	Projection Factors	Unrestr. 21-22 2nd Yr. Proj.	Restr 21-22 2nd Yr. Proj.	Total 21-22 2nd Yr. Proj.	Projection Factors	Unrestr. 22-23 3rd Yr. Proj.	Unrestr. 22-23 3rd Yr. Proj.	Unrestr. 22-23 3rd Yr. Proj.
Fund Balance-July 1 Estimated			\$6,509,938	\$94,746	\$6,604,684		\$6,677,157	\$0	\$6,677,157		\$6,688,517	\$0	\$6,688,517
Unaudited Actual Adjustments			\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
July 1 Unaudited	9791		\$6,509,938	\$94,746	\$6,604,684		\$6,677,157	\$0	\$6,677,157		\$6,688,517	\$0	\$6,688,517
Audit Adjustments	9793		(\$3,600)	\$0	(\$3,600)		\$0	\$0	\$0		\$0	\$0	\$0
Adjustment for Restatements	9795		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Net Beginning Balance			\$6,506,338	\$94,746	\$6,601,084		\$6,677,157	\$0	\$6,677,157		\$6,688,517	\$0	\$6,688,517
Revenue Limit Sources	8010-8099	see notes	\$7,441,074	\$133,060	\$7,574,134	see notes	\$7,457,856	\$136,350	\$7,594,206	see notes	\$7,457,856	\$139,641	\$7,597,497
Federal Revenues	8100-8299	see notes	\$0	\$549,438	\$549,438	see notes	\$0	\$183,870	\$183,870	see notes	\$0	\$186,561	\$186,561
Other State Revenues	8300-8599	see notes	\$172,359	\$151,010	\$323,369	see notes	\$141,988	\$45,696	\$187,684	see notes	\$142,665	\$45,895	\$188,560
Other Local Revenues	8600-8799	see notes	\$31,123	\$422,625	\$453,748	see notes	\$371,750	\$366,341	\$738,091	see notes	\$385,655	\$375,230	\$760,885
Total Operating Revenues			\$7,644,556	\$1,256,133	\$8,900,689		\$7,971,594	\$732,257	\$8,703,851		\$7,986,176	\$747,327	\$8,733,503
Certificated Salaries	1000-1999	see notes	\$2,895,186	\$191,303	\$3,086,489	see notes	\$2,988,687	\$201,303	\$3,189,990	see notes	\$2,988,687	\$201,303	\$3,189,990
Classified Salaries	2000-2999	see notes	\$1,490,181	\$140,156	\$1,630,337	see notes	\$1,515,125	\$150,156	\$1,665,281	see notes	\$1,450,229	\$150,156	\$1,600,385
Employee Benefits	3000-3999	see notes	\$1,341,448	\$69,291	\$1,410,739	see notes	\$1,397,674	\$72,291	\$1,469,965	see notes	\$1,508,653	\$79,520	\$1,588,173
Books and Supplies	4000-4999	see notes	\$331,894	\$366,483	\$698,377	see notes	\$288,894	\$227,556	\$516,450	see notes	\$292,452	\$228,998	\$521,450
Services, Other Operating	5000-5999	see notes	\$721,787	\$775,995	\$1,497,782	see notes	\$776,509	\$537,605	\$1,314,114	see notes	\$738,814	\$537,605	\$1,276,419
Capital Outlay	6000-6999	see notes	\$89,000	\$0	\$89,000	see notes	\$105,000	\$0	\$105,000	see notes	\$105,000	\$0	\$105,000
Other Outgo	7100-7299 7400-7499	see notes	\$358,440	\$53,452	\$411,892	see notes	\$377,000	\$54,691	\$431,691	see notes	\$360,000	\$57,491	\$417,491
Direct Support/Indirect Costs	7300-7399		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Total Operating Expenditures			\$7,227,936	\$1,596,680	\$8,824,616		\$7,448,889	\$1,243,602	\$8,692,491		\$7,443,835	\$1,255,073	\$8,698,908
Operating Excess (Deficit)			\$416,620	(\$340,547)	\$76,073		\$522,705	(\$511,345)	\$11,360		\$542,341	(\$507,746)	\$34,595
Transfers In	8910-8929		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Transfers Out	7600-7629		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Sources	8930-8979		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Uses	7630-7699		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Long Term Liability	9660-9669		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Contrib. to Restricted Program	8980-8999		(\$245,801)	\$245,801	\$0		(\$511,345)	\$511,345	\$0		(\$507,746)	\$507,746	\$0
Net Increase (Decrease) to Fund Balance			\$170,819	(\$94,746)	\$76,073		\$11,360	\$0	\$11,360		\$34,595	\$0	\$34,595
Ending Fund Balance			\$6,677,157	\$0	\$6,677,157		\$6,688,517	\$0	\$6,688,517		\$6,723,112	\$0	\$6,723,112
Recommended Reserve (Unr)	3.00%				\$229,337				\$239,148				\$239,585
Reserve					\$6,677,157				\$6,688,517				\$6,723,112
Reserve %					75.67%				76.95%				77.29%

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2020-2021

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 850.94 ADA and 33.5% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 850.94 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising is impacted by Distance & Hybrid Learning Systems

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2019/2020 actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/2021 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 850.94 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit-PS/RS per 2020/2021 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based schedule - Special Ed and Low Performing Student Support
- 2000-2999 Salaries based schedule - Special Ed, Food Services and Low Performing Student Support
- 3000-3999 Assumes medical and retirement benefits for resources applicable to certificated and classified salaries
- 4000-4999 Assumes purchase of materials for Special Ed, Food Services and LPSBG based on 2020/21 Budget projections plus LLMF
- 5000-5999 Assumes SCOE Indiv. Student Services and SELPA Administration Fees based on 2020/21 SCOE Budget projections plus LLMF
- 6000-6999 Assumes no continued expenditures in this category
- 7100-7299/
- 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
- 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999 Assumes covering special ed encroachment

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2021-2022

All assumptions are a first attempt made with current information available and without further details regarding funding at the state level.

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 855 ADA and 33.5% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 850.94 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2019/2020 actual with growth

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2019/2020 actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/2021 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 850.94 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/2021 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based schedule - Special Ed

2000-2999 Salaries based on schedule - Special Ed and Food Services
 3000-3999 Assumes medical and retirement benefits for Special Ed and Food Service to certificated and classified salaries
 4000-4999 Assumes purchase of materials for Special Ed Services based on 2020/2021 Budget projections
 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees based on 2020/21 SCOE budget projections
 6000-6999 Assumes no continued expenditures in this category
 7100-7299/
 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
 7300-7399 Assumes no continued expenditures in this category
CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:
 8980-8999 Assumes covering encroachments

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2022-2023

All assumptions are a first attempt made with current information available and without further details regarding funding at the state level.

UNRESTRICTED

REVENUES:

8010-8099 LCFF revenue is based on 855 ADA and 33.5% unduplicated count (includes Charter in lieu tax amount)
 8100-8299 No unrestricted federal programs
 8300-8599 State Lottery projection of 855 ADA @ \$150
 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2021/22 budget projection with growth

EXPENDITURES:

1000-1999 Salaries based on schedule
 2000-2999 Salaries based on schedule
 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
 5000-5999 Assumes expenses based on 2021/22 budget projections
 6000-6999 Assumes facilities upgrades
 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/2021 SCOE Budget projections
 8300-8599 Revenue assumes Restricted Lottery based on 855 ADA @ \$49
 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/2021 SCOE Budget projections

EXPENDITURES:

1000-1999 Salaries based schedule - Special Ed
 2000-2999 Salaries based on schedule - Special Ed and Food Services
 3000-3999 Assumes medical and retirement benefits for Special Ed and Food Service to certificated and classified salaries
 4000-4999 Assumes purchase of materials for Special Ed Services based on 2020/2021 Budget projections
 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees based on 2020/21 SCOE budget projections
 6000-6999 Assumes no continued expenditures in this category
 7100-7299/
 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy

CDS Code: 50-10504-0117457

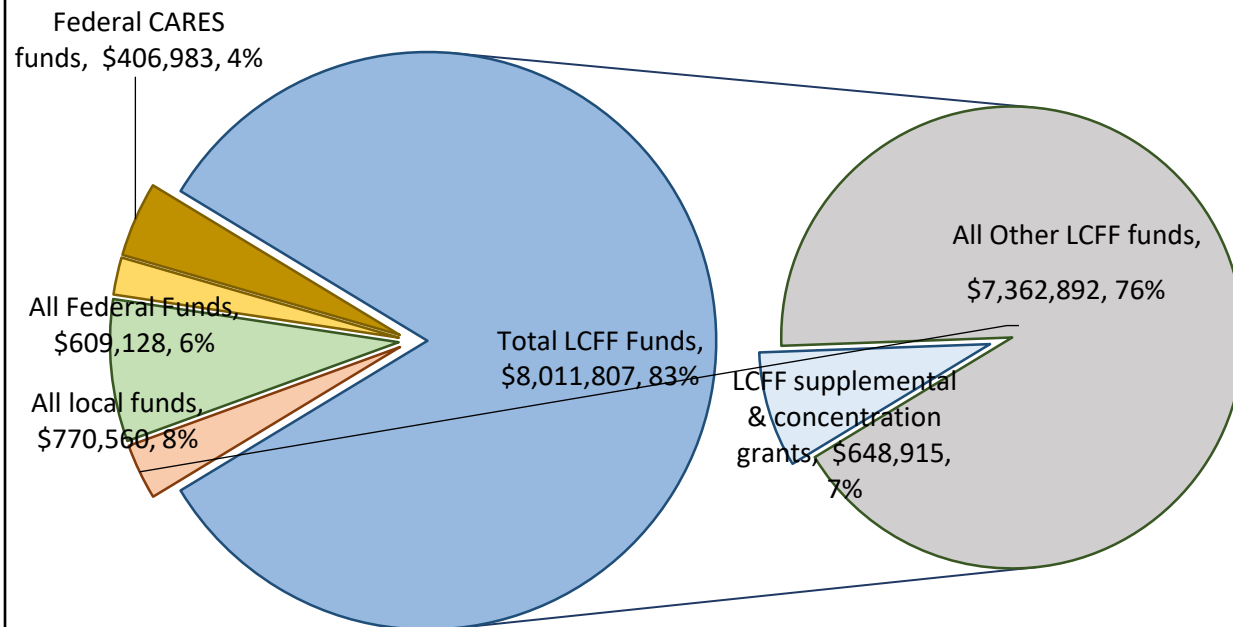
School Year: 2020-2021

LEA contact information: Leah Silvestre Franklin 209-576-2283 l.silvestre@greatvalleyacademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

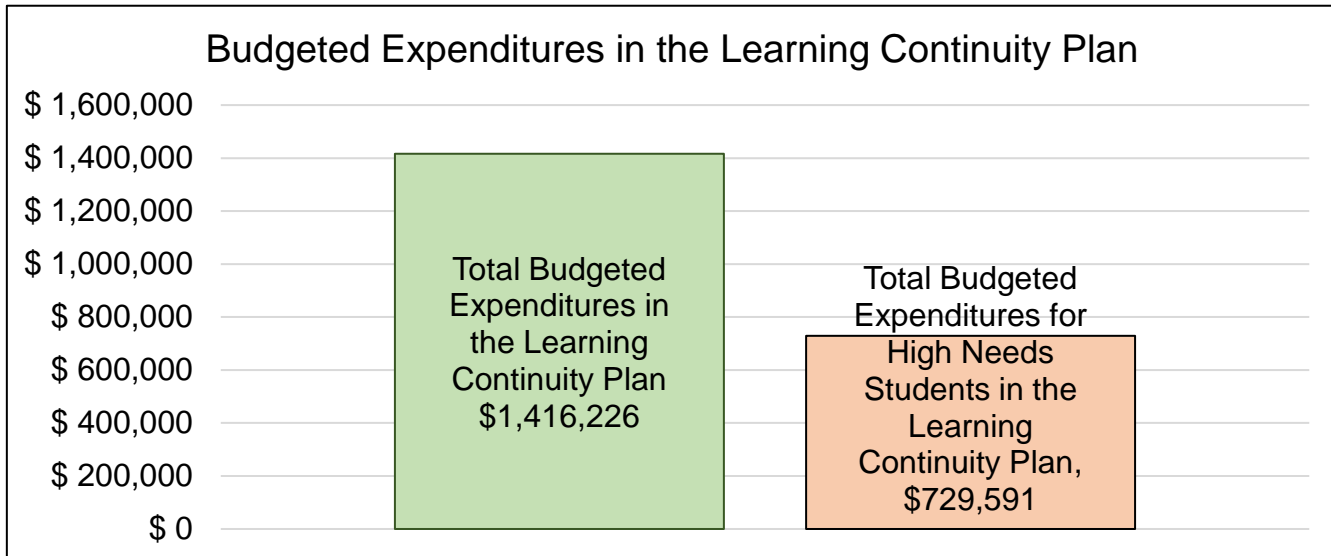


This chart shows the total general purpose revenue Great Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for Great Valley Academy is \$9,693,524.00, of which \$8,011,807.00 is Local Control Funding Formula (LCFF) funds, \$302,029.00 is other state funds, \$770,560.00 is local funds, and \$609,128.00 is federal funds. Of the \$609,128.00 in federal funds, \$406,983.00 are federal CARES Act funds. Of the \$8,011,807.00 in LCFF Funds, \$648,915.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Great Valley Academy plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Great Valley Academy plans to spend \$9,594,182.00 for the 2020-2021 school year. Of that amount, \$1,416,226.00 is tied to actions/services in the Learning Continuity Plan and \$8,177,956.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The majority (71%) of our budgeted expenditures are personnel related (certificated, classified salaries and benefits). Other expenses include supplies (curriculum, instructional resources), facilities (building, grounds) and outside services (specialized student services, annual audit, etc.).

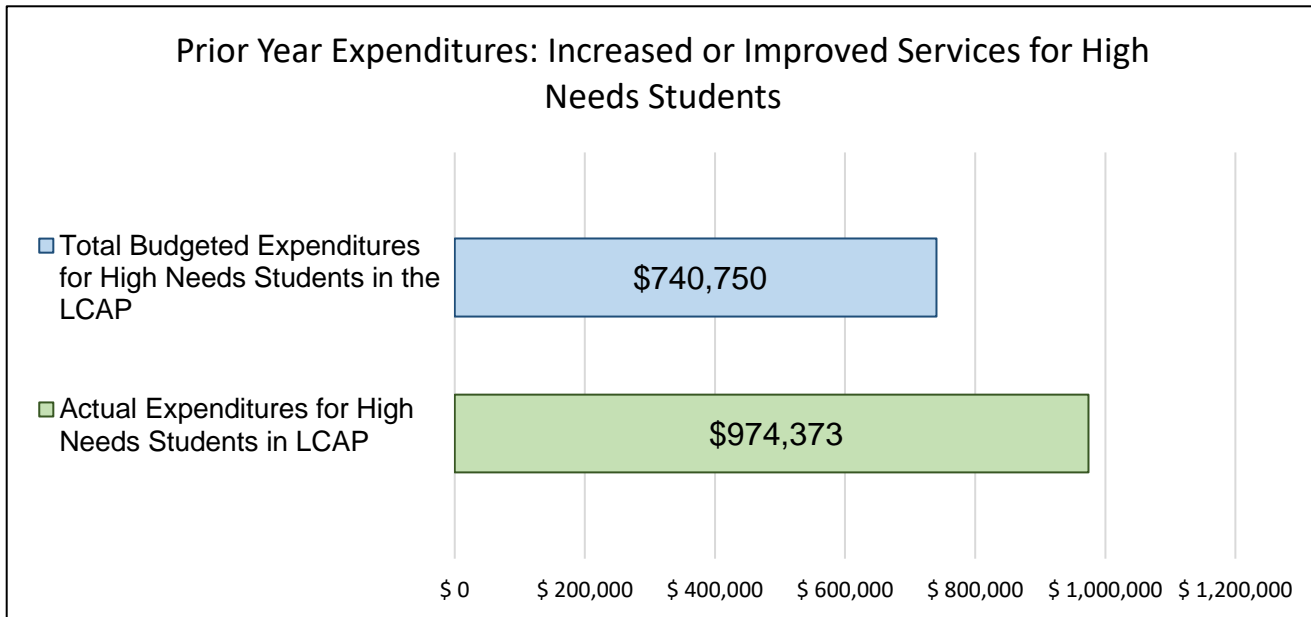
Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

LCFF Budget Overview for Parents

In 2020-2021, Great Valley Academy is projecting it will receive \$648,915.00 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Great Valley Academy plans to spend \$729,590.84 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Great Valley Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Great Valley Academy actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Great Valley Academy's LCAP budgeted \$740,750.00 for planned actions to increase or improve services for high needs students. Great Valley Academy actually spent \$974,372.58 for actions to increase or improve services for high needs students in 2019-2020.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy-Salida

CDS Code: 50-71266-0124768

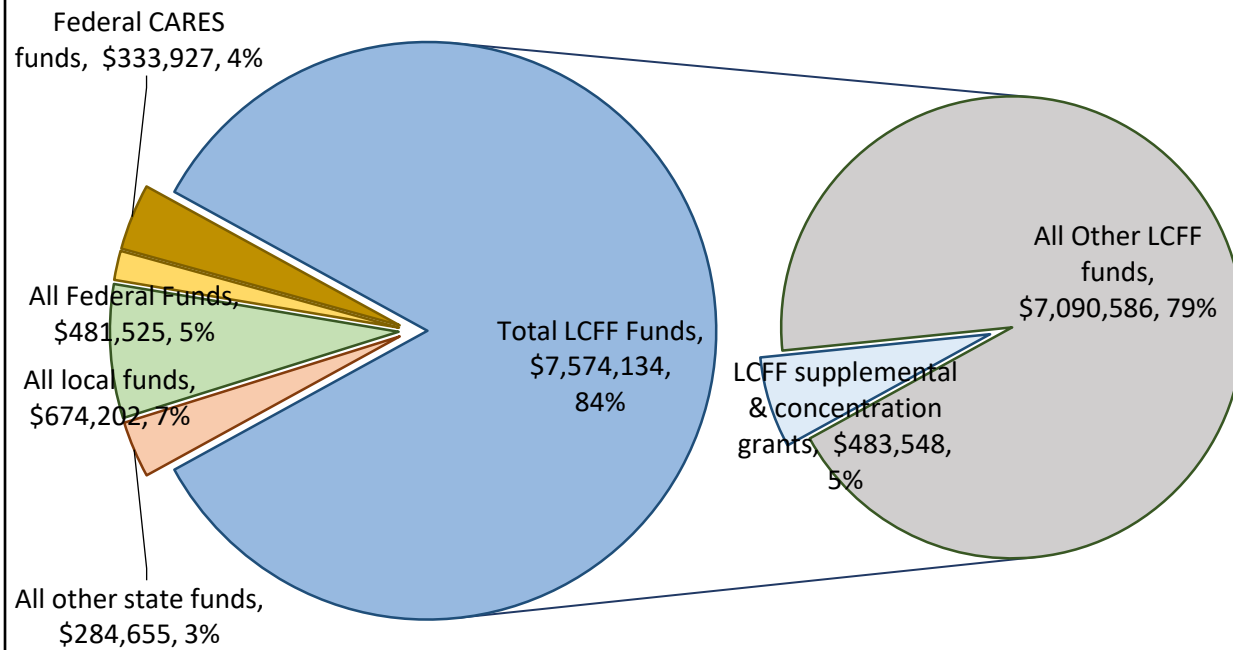
School Year: 2020-2021

LEA contact information: Leah Silvestre Franklin 209-576-2283 l.silvestre@greatvalleyacademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

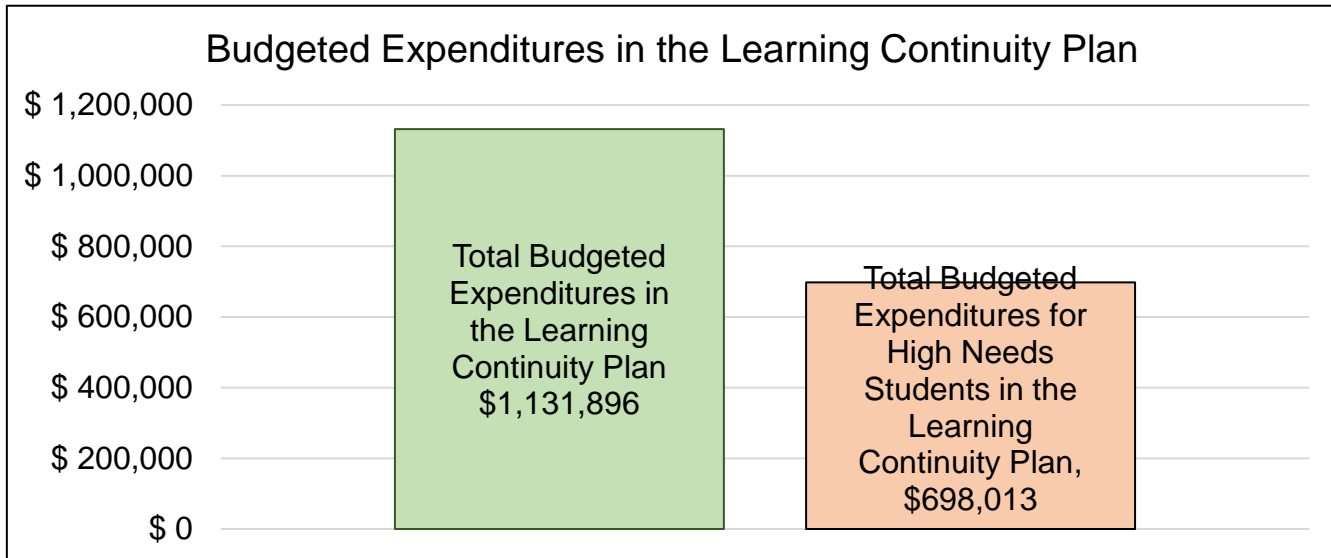


This chart shows the total general purpose revenue Great Valley Academy-Salida expects to receive in the coming year from all sources.

The total revenue projected for Great Valley Academy-Salida is \$9,014,516.00, of which \$7,574,134.00 is Local Control Funding Formula (LCFF) funds, \$284,655.00 is other state funds, \$674,202.00 is local funds, and \$481,525.00 is federal funds. Of the \$481,525.00 in federal funds, \$333,927.00 are federal CARES Act funds. Of the \$7,574,134.00 in LCFF Funds, \$483,548.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Great Valley Academy-Salida plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Great Valley Academy-Salida plans to spend \$8,888,616.00 for the 2020-2021 school year. Of that amount, \$1,131,896.00 is tied to actions/services in the Learning Continuity Plan and \$7,756,720.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The majority (69%) of our budgeted expenditures are personnel related (certificated, classified salaries and benefits). Other expenses include supplies (curriculum, instructional resources), facilities (building, grounds) and outside services (specialized student services, annual audit, etc.).

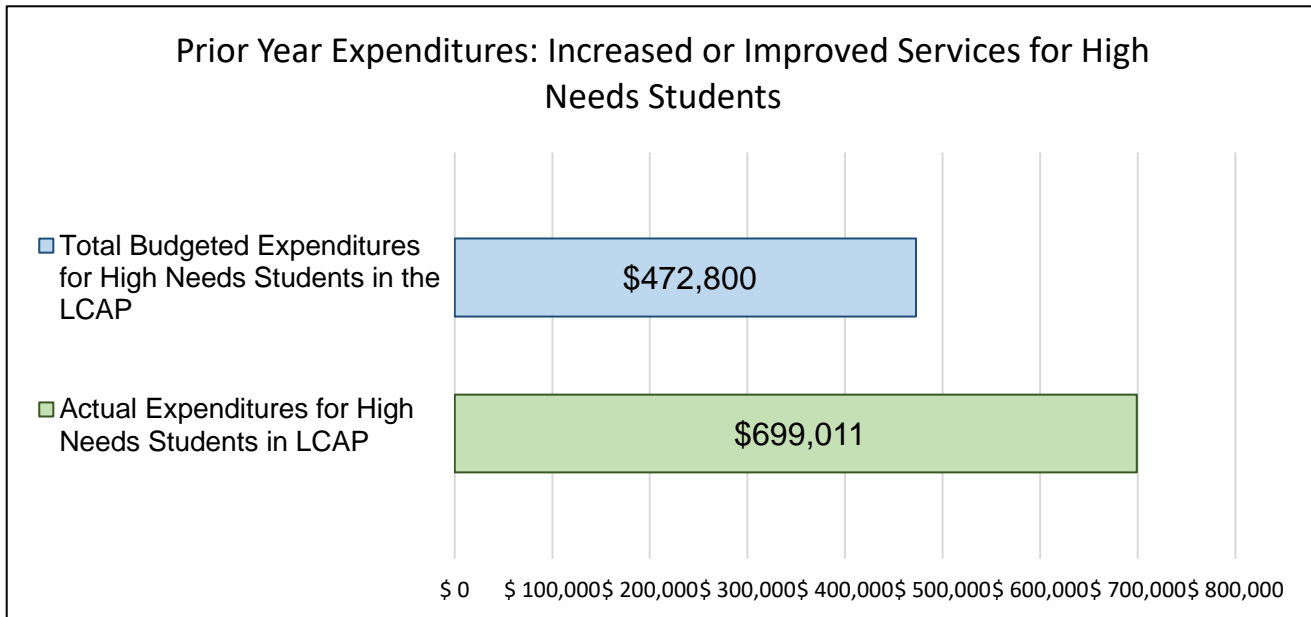
Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

LCFF Budget Overview for Parents

In 2020-2021, Great Valley Academy-Salida is projecting it will receive \$483,548.00 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy-Salida must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Great Valley Academy-Salida plans to spend \$698,013.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Great Valley Academy-Salida budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Great Valley Academy-Salida actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Great Valley Academy-Salida's LCAP budgeted \$472,800.00 for planned actions to increase or improve services for high needs students. Great Valley Academy-Salida actually spent \$699,010.66 for actions to increase or improve services for high needs students in 2019-2020.

**GREAT VALLEY ACADEMY
MODESTO, CALIFORNIA**

Charter No. 0985

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS' REPORT**

**For the Fiscal Year Ended
June 30, 2020**

DRAFT

GREAT VALLEY ACADEMY - MODESTO

For the Fiscal Year Ended June 30, 2020

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Financial Section

INDEPENDENT AUDITORS' REPORT

Board of Directors
Great Valley Academy - Modesto
Modesto, California

Report on the Financial Statements

We have audited the accompanying financial statements of Great Valley Academy - Modesto (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Great Valley Academy - Modesto as of June 30, 2020, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary information on pages 20 to 22 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole. The information on page 19 has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2020, on our consideration of the Great Valley Academy - Modesto's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Murrieta, California
_____, 2020

GREAT VALLEY ACADEMY - MODESTO*Statement of Financial Position**June 30, 2020*

ASSETS

Current Assets:

Cash	\$	3,069,411
Accounts receivable (Note 4)		1,649,116
Inventory		35,767
Other current assets		28,828
Total current assets		<u>4,783,122</u>

Non-current Assets:

Investments (Note 3)		1,279,569
Intercompany receivable (Note 5)		23,910
Property and equipment:		
Non-depreciable assets		1,120,000
Depreciable assets		5,004,951
Less accumulated depreciation		<u>(1,584,162)</u>
Total property and equipment, net:		<u>4,540,789</u>
Total noncurrent assets:		<u>5,844,268</u>

Total Assets	\$	<u>10,627,390</u>
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LIABILITIES AND NET ASSETS**Liabilities**

Current Liabilities:

Accounts payable	\$	692,059
Accrued payroll liabilities and benefits		139,926
Net deferred pay (See Note 7)		266,822
Unearned revenues		6,064
Mortgage payable, current portion (Note 8)		<u>138,091</u>
Total current liabilities		<u>1,242,962</u>

Non-current liabilities:

Mortgage payable (Note 8)		<u>1,398,342</u>
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Total liabilities		<u>2,641,304</u>
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Net assets

Without donor restrictions		7,874,034
With donor restrictions (Note 9)		<u>112,052</u>
Total net assets		<u>7,986,086</u>

Total Liabilities and Net Assets	\$	<u>10,627,390</u>
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GREAT VALLEY ACADEMY - MODESTO*Statement of Activities**For the Fiscal Year Ended June 30, 2020*

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES AND OTHER SUPPORT			
LCFF apportionment	\$ 5,497,286	\$ -	\$ 5,497,286
Education Protection Account	736,899	-	736,899
In-lieu property tax transfers	1,648,999	-	1,648,999
Special education property tax transfers	-	134,323	134,323
Federal special education awards	-	135,342	135,342
Federal food program	-	264,413	264,413
State food program	-	37,545	37,545
Lottery	136,128	43,639	179,767
Other state sources	15,693	36,173	51,866
STRS on-behalf contribution	361,944	-	361,944
Local special education transfers	-	379,322	379,322
Other local revenues	471,243	36,141	507,384
Net assets released from restrictions	1,154,671	(1,154,671)	-
Total revenue and other support	10,022,863	(87,773)	9,935,090
EXPENSES:			
Program services:			
Instruction	5,353,132	-	5,353,132
Instruction-related services	986,727	-	986,727
Pupil services	795,741	-	795,741
Ancillary services	402,149	-	402,149
Depreciation	242,297	-	242,297
Total program services	7,780,046	-	7,780,046
Management and general:			
General administration	938,629	-	938,629
Plant services	585,374	-	585,374
Depreciation	2,355	-	2,355
Interest expense	131,669	-	131,669
Intercompany loan forgiveness - grant	1,000,000	-	1,000,000
Total management and general	2,658,027	-	2,658,027
Total expenses	10,438,073	-	10,438,073
Change in net assets from operations	(415,210)	(87,773)	(502,983)
OTHER GAINS/(LOSSES):			
Investment Income (Note 3)	28,180	-	28,180
Change in net assets	(387,030)	(87,773)	(474,803)
NET ASSETS:			
Beginning of year	8,261,064	199,825	8,460,889
End of year	\$ 7,874,034	\$ 112,052	\$ 7,986,086

See accompanying notes and auditors' report.

GREAT VALLEY ACADEMY - MODESTO*Statement of Cash Flows**For the Fiscal Year Ended June 30, 2020*

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$	(474,803)
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:		
Depreciation expense		244,652
(Increase) decrease in operating assets:		
Accounts receivable		(1,107,066)
Intercompany receivable		1,224,766
Prepaid expenses		2,595
Inventory		(35,767)
Other current assets		(28,828)
Increase (decrease) in operating liabilities:		
Accounts payable		332,141
Net deferred pay		16,564
Accrued payroll liabilities		12,848
Unearned revenue		(808)
Net cash provided (used) by operating activities		<u>186,294</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of equipment, furniture and building improvements		(79,591)
Acquisition of investments		<u>(522,525)</u>
Net cash provided (used) by investing activities		<u>(602,116)</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Payment on mortgage note		<u>(131,135)</u>
Net increase (decrease) in cash		(546,957)
Cash:		
Beginning of year		<u>3,616,368</u>
End of year	\$	<u><u>3,069,411</u></u>

SUIPPLEMENTAL DISCLOSURE

Interest paid	\$	<u><u>80,925</u></u>
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GREAT VALLEY ACADEMY - MODESTO*Statement of Functional Expenses**For the Fiscal Year Ended June 30, 2020*

	Program Services	Management and General	Total
Salaries and Benefits			
Certificated salaries	\$ 3,113,106	\$ -	\$ 3,113,106
Classified salaries	1,255,258	679,732	1,934,990
Employee benefits	1,603,280	196,927	1,800,207
Total Salaries and Benefits	5,971,644	876,659	6,848,303
Supplies and Operating Expenses			
Books and supplies	903,869	92,593	996,462
Services and other operating expenses	662,236	554,749	1,216,985
Allocated depreciation	242,297	2,355	244,652
Other outgo	-	1,131,671	1,131,671
Total Supplies and Operating Expenses	1,808,402	1,781,368	3,589,770
Totals	\$ 7,780,046	\$ 2,658,027	\$ 10,438,073

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

In February 2008, Great Valley Academy - Modesto (the “School”) was approved to operate as a California charter school by the Stanislaus County Office of Education. The School was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The School offers classroom and non-classroom-based education programs, offering education to students in kindergarten and grades 1-8. The school began its operations in 2008-09. In addition, the School also offers consulting services to other educational institutions, which are considered unrelated to the primary educational activity. Major sources of revenue for education comes from federal and state agencies.

B. Basis of Presentation and Accounting

The School accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual*.

The financial statements of the School have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective January 1, 2018 and addresses general-purpose external financial statements appropriate for not-for-profit organizations.

Under the provisions of the ASC 958-205, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School’s board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met either by the actions of the not-for-profit organization to satisfy a particular purpose restriction, or by the passage of time. Some donor restrictions are perpetual (or permanent) in nature, whereby the donor has stipulated the funds be maintained in perpetuity, whereby the corpus of the donation must remain unspent.

C. Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the School are derived principally from state and federal sources. The School receives state funding based on each of the enrolled student’s average daily attendance (ADA) in its school. The School receives federal grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Donated Materials and Supplies

Donated materials and supplies are recorded as contributions at their estimated fair market value at the date of donation if a value can be reasonably determined. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose.

E. Contributed Services

During the year ended June 30, 2020, the value of contributed services meeting the requirements for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the School, but these services do not meet the criteria for recognition as contributed services.

F. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles required management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from estimates.

G. Income Taxes

The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

H. Cash and Cash Equivalents

The School considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the School's cash balances were deposited in three financial institutions. As of June 30, 2020, the School held a portion of its reserves in checking and money market accounts.

I. Custodial Credit Risk

The School maintains its cash at three financial institutions. Cash balances are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) at each institution. At various times during the year, the amount on deposit with a single financial institution may exceed federal depository insurance limits and be exposed to custodial credit risk. As of June 30, 2020, the School had cash in the amount of \$2,582,135 which was exposed to this risk.

J. Investments

Investments are stated at fair value at the Statement of Financial Position date as required by FASB. Net realized and unrealized gains/losses on investments are presented on the Statement of Activities, with respect to any donor restrictions, as investment return. Investment return is presented net of related internal and external fees. The average cost method is used to determine the basis for computing realized gains/losses.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

K. Accounts Receivable

Accounts receivable consists mainly of grants and contract payments from other public agencies. No allowance for uncollectable amounts has been estimated as creditworthiness of payors and industry experience provide evidence to support amounts as fully collectible.

L. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

M. Property and Equipment

It is the School's policy to capitalize property and equipment over \$5,000. Purchased property and equipment are reported at historical cost or estimated historical cost. Contributed assets are recorded as contributions at their estimated fair value as of the date received. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose or time of use. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that, as a whole, create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	15-50 years
Land Improvements	20 years
Equipment	5-10 years

N. Unearned Revenues

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

O. Fair Value Measurements

In accordance with fair value measurements, the School categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The School has the ability to access the holding and quoted prices as of the measurement date.

Level 2 – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Fair Value Measurements (continued)

Level 3 – Inputs that are unobservable. Unobservable inputs reflect the School's own assumptions about the factors market participants would use in pricing an investment and is based on the best information available in the circumstances.

P. Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function, as shown in the Statement of Functional Expenses. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries and benefits	Time and effort
Occupancy / rent	Facilities square footage
Insurance	Policy type and nature of coverage
Utilities	Facilities square footage
Supplies	Time and effort
Depreciation	Facilities square footage

NOTE 2 – LIQUIDITY AND AVAILABLE RESOURCES

The School's financial assets available within one year of the Statement of Financial Position date for general expenditure are as follows:

Cash	\$	3,069,411
Accounts receivable		1,673,026
Other current assets		28,828
Total financial assets available within one year	\$	<u>4,771,265</u>

The School's policy for liquidity management requires that it structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. Cash in excess of daily requirements is invested in short-term investments. The amounts above have been reduced by amounts not available for general use because of donor-imposed restrictions within one year of the financial statement date. In anticipation of future liquidity needs, the School has available a line of credit in the amount of \$1,000,000.

GREAT VALLEY ACADEMY - MODESTO*Notes to Financial Statements**June 30, 2020*

NOTE 3 – INVESTMENTS

The fair values, related measurement input techniques and related maturities of the major type of investments held by the School at June 30, 2020, were as follows:

	Fair Value Input	Maturity (years)			Total
		Less than One	One to Five	Over Five	
Certificates of deposit	Level 1	\$ 511,425	\$ 259,711	\$ -	\$ 771,136
Money market funds	Level 1	508,433	-	-	508,433
Total		<u>\$ 1,019,858</u>	<u>\$ 259,711</u>	<u>\$ -</u>	<u>\$ 1,279,569</u>

Investment income consisted of the following for the year ended June 30, 2020:

Interest income	\$ 7,971
Dividends	14,030
Realized gains/(losses)	<u>6,179</u>
Total investment income	<u>\$ 28,180</u>

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable outstanding at June 30, 2020, consisted of the following:

Federal Government:	
Special education entitlement	\$ 135,342
Food program	79,492
State Government:	
LCFF	1,301,058
Lottery	44,296
Food program	6,820
Local:	
Special education	54,581
Other	<u>27,528</u>
Total	<u>\$ 1,649,116</u>

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 5 – INTERCOMPANY RECEIVABLE

As of June 30, 2019, the Salida campus had an obligation to repay the Modesto campus \$1,248,676 to reimburse the down payment paid on its behalf for acquisition of the Salida property as well as for the acquisition of mobile modular classrooms. The Salida campus is a related party under common control of the board of directors. On June 29, 2020, the Board of Directors agreed to forgive the remaining balance of the loan, which was \$1,000,000. The loan forgiveness is recorded in these financial statements as a grant expense.

During the 2019-20 school year, the Modesto campus purchased computers and other equipment for the Salida campus in the amount of \$23,910. This amount is recorded in these financial statements as an intercompany receivable.

NOTE 6 – PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2020 consisted of the following:

	Balance, July 1, 2019	Additions	Retirements	Balance, June 30, 2020
Property and equipment not being depreciated:				
Land	\$ 1,120,000	\$ -	\$ -	\$ 1,120,000
Total Property and equipment not being depreciated	1,120,000	-	-	1,120,000
Property and equipment being depreciated:				
Improvement of sites	2,265,060	73,900	-	2,338,960
Buildings	2,401,428	-	-	2,401,428
Equipment	258,872	5,691	-	264,563
Total Property and equipment being depreciated	4,925,360	79,591	-	5,004,951
Accumulated depreciation for:				
Improvement of sites	(610,236)	(146,430)	-	(756,666)
Buildings	(640,973)	(71,714)	-	(712,687)
Equipment	(88,301)	(26,508)	-	(114,809)
Total accumulated depreciation	(1,339,510)	(244,652)	-	(1,584,162)
Total Property and equipment being depreciated, net	3,585,850	(165,061)	-	3,420,789
Property and equipment, net of depreciation	\$ 4,705,850	\$ (165,061)	\$ -	\$ 4,540,789

Depreciation expense for the year ended June 30, 2020, is \$244,652.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 7 – NET DEFERRED PAY

The School provides elected certificated and classified employees who receive pay in the 11-month cycle the option to opt-in to deferred net pay plan. This allows elected employees to receive 12 paychecks during the year. The final check is not a payroll check, rather money that is withheld at 8.33% of net pay for all pay periods August 2019 through June 2020. As of June 30, 2020, the School had an obligation to pay deferred net pay of \$266,822, comprised of \$131,283 for Modesto and \$135,539 for Salida. Modesto acts as the trustee for Salida's net deferred pay. The obligation payable at June 30, 2020, is not recognized on Salida's Statement of Financial Position as it is satisfied by Modesto on Salida's behalf.

NOTE 8 – LONG TERM LIABILITIES

A schedule of change in long-term liabilities for the year ended June 30, 2020, is shown below:

	Balance, July 1, 2019	Additions	Deductions	Balance, June 30, 2020	Amount Due in One Year
Mortgage note payable	\$ 1,667,568	\$ -	\$ 131,135	\$ 1,536,433	\$ 138,091

Mortgage Note

On May 14, 2010, Great Valley Academy - Modesto completed the purchase of the building which it had previously been leasing. The property was purchased for a price of \$3,250,000 from Modesto's Neighborhood Church. The agreement called for Great Valley Academy - Modesto to carry a note payable to the Church in the amount of \$2,975,000. The terms of the note required monthly payments of \$17,512 beginning on June 14, 2010 and ending on May 14, 2015, including interest at a rate of 6.75%, and monthly payments of \$15,704 beginning on May 14, 2015 and ending on April 14, 2020, including interest at a rate of 8.0%.

On July 8, 2014, Great Valley Academy refinanced the mortgage note previously held with Modesto Neighborhood Church with the Bank of Stockton. The new mortgage note assumed is \$2,226,000 with monthly payments of \$17,672. The note matures on July 5, 2029 and bears a fixed rate of interest of 4.95%. At June 30, 2020, the total balance outstanding on the note was \$1,536,433. The amounts required to amortize the outstanding balance at June 30, 2020, are as follows:

Fiscal Year	Principal	Interest	Total
2020-21	\$ 138,091	\$ 73,970	\$ 212,061
2021-22	145,184	66,878	212,061
2022-23	152,640	59,421	212,061
2023-24	160,341	51,720	212,061
2024-25	168,714	43,347	212,061
2025-30	771,464	82,238	853,702
Total	\$ 1,536,433	\$ 377,574	\$ 1,914,007

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 9 – NET ASSETS

Donor-restricted net assets at June 30, 2020, were comprised of the following amounts and restrictions:

Net assets with purpose restriction:

Coronavirus Relief Fund	\$	(34,935)
Classified Professional Development Grant		1,832
SB 117: COVID-19 Relief		2,588
Low Performing Student Block Grant		142,567
Total	\$	<u>112,052</u>

These amounts are presented within net assets with donor restrictions on the Statement of Financial Position.

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and eligible classified employees may contribute to the Great Valley Academy - Modesto 401(k) Plan and Trust. The School is a participant in the plans and its contributions to CalSTRS do not exceed 5% of total plan-level contributions.

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Benefits Provided (continued)

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The School contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.25%	10.205%
Required Employer Contribution Rate	17.10%	17.10%
Required State Contribution Rate	10.328%	10.328%

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program.

The School's contributions to CalSTRS and required employer contribution rate for the last three fiscal years were as follows:

	Contribution	Required Contribution Rate
2019-20	\$ 510,554	17.10%
2018-19	\$ 461,298	16.28%
2017-18	\$ 386,602	14.43%

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions of \$2,246,000,000. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the School for its proportionate share of the State's on-behalf contributions is \$361,944.

B. 401(k) Plan

The School has established a 401K defined contribution retirement plan, whereby all eligible classified employees may elect to defer a portion of their salary into a separate retirement plan trust. Per the plan agreement, there is a requirement for the School to match employee salary elective deferrals up to 4%. For the year ending June 30, 2020, total employer contributions to the plan was \$50,552.

NOTE 11 – OPERATING LEASES

The School has entered into various operating leases for the use of office space and office equipment.

A. Facility Operating Leases

In August 2015, the School entered into an operating lease agreement with Tully Manor Investments, LLC for office space for its homeschool program, located in Modesto, CA. Payments are required monthly and initial base rental fee was \$1,979 per month. In May 2020, the School entered into a new agreement to renew its lease at a base rental fee of \$5,589.60 per month. The lease is set to expire on June 30, 2025.

In December 2018, the School entered into an operating lease agreement with Tully Manor Investments, LLC for a second office space for its homeschool program, located in Modesto, CA. Payments are required monthly and the initial base rental fee is \$1,297 per months for a 22-month term.

Future minimum payments due on the facilities operating leases are:

<u>Fiscal Year</u>	<u>Payments</u>
2020-21	\$ 74,926
2021-22	67,075
2022-23	67,075
2023-24	67,075
2024-25	67,075
Total	<u>\$ 343,226</u>

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 11 – OPERATING LEASES (continued)

B. Office Equipment Operating Leases

In August 2015, the School entered into an operating lease agreement with CIT Finance LLC for office equipment for its homeschool program, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$157 per month for a term of 60-months.

In October 2018, the School entered into an operating lease agreement with CIT Bank, N.A. for additional office equipment for its main campus, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$396 per month for a term of 48 months.

In August 2019, the School entered into an operating lease agreement with Wells Fargo Bank for additional office equipment for its main campus, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$296 per month for a term of 60 months.

Future minimum payments due on the facilities operating leases are:

<u>Fiscal Year</u>	<u>Payments</u>
2020-21	\$ 5,062
2021-22	4,748
2022-23	<u>1,188</u>
Total	<u>\$ 10,998</u>

NOTE 12 – LINE OF CREDIT

The School maintains an agreement with the Bank of Stockton for a line of credit in the amount of \$1,000,000. The line of credit is secured by the School's assets. As of June 30, 2020, there was no balance owed on the line of credit. The line of credit carries an interest rate of 7.0% and requires monthly payments when balances are owed.

NOTE 13 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Funds

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Impact of COVID-19

On March 13, 2020, a presidential emergency was declared due to the ongoing Coronavirus Disease 2019 (COVID-19) pandemic. The declaration made federal disaster assistance available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the State of California to supplement the local recovery efforts by the K-12 education community. On that same date, Governor Newsom issued Executive Order N-26-20, guaranteeing continued State funding, holding LEAs harmless from several regulations, and providing guidelines for LEAs to operate under a "distance learning" environment.

GREAT VALLEY ACADEMY - MODESTO

Notes to Financial Statements

June 30, 2020

NOTE 13 – COMMITMENTS AND CONTINGENCIES (continued)

B. Impact of COVID-19 (continued)

In response, the School announced the closing of all schools in mid-March. With nearly all schools in California shut down to stem the spread of COVID-19, officials statewide put in place plans to deliver “grab and go” meals with minimal contact between cafeteria staff, volunteers and families in need. In addition, the School worked to implement distance learning for all students for the remainder of the 2019-20 school year.

A companion bill to Executive Order N-26-20, Senate Bill 117 changed the method used by the School to calculate average daily attendance (ADA) for both the P-2 and Annual period apportionment to include all full school months from July 1, 2019 to February 29, 2020. As events unfold and changes are made on a daily basis, the future impacts of COVID-19 on the School’s operations are not fully known at this time.

NOTE 14 – JPA INFORMATION

The Great Valley Academy - Modesto participates in a joint venture under a joint powers agreement (JPA) with Charter Safe. The School Safe JPA provides property and liability insurance and workers compensation coverage for its members. The JPA is governed by a board consisting of a representative from each member agency. The governing board controls the operations of the JPA independent of any influence by the member agencies beyond their representation on the governing board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPA.

Condensed unaudited financial information for Charter Safe for the year ended June 30, 2020, is as follows:

	Charter Safe
Total Assets	\$ 32,797,313
Total Liabilities	23,196,967
Net Assets	<u>\$ 9,600,346</u>
Total Revenues	\$ 27,667,000
Cost of Sales	(23,539,232)
Total Expenses	<u>4,097,003</u>
Net Income (Loss)	<u>\$ 30,765</u>

NOTE 15 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2020, have been evaluated through _____, 2020, the date at which the School’s audited financial statements were available to be issued.

Economic Conditions

At the end of the first quarter of calendar year 2020, the United States and global economy suffered a major decline due to the impact of the COVID-19 virus. This economic decline may affect the School’s operations and investment earnings for the remainder of calendar year 2020 and beyond. However, the potential impact to the School is unknown at this time.

Supplementary Information

GREAT VALLEY ACADEMY - MODESTO
Local Education Agency Organizational Structure
June 30, 2020

The Great Valley Academy - Modesto (Charter No. 0985) was authorized as a California charter school in February, 2008 by the Stanislaus County Office of Education. The School provides classroom and non-classroom-based instruction to students in kindergarten and grades 1-8, and is located in Modesto, California.

BOARD OF DIRECTORS		
Member	Office	Term Expires
Steve Payne	President	June 2022
Yolanda Meraz	Vice President	June 2023
Susan Nisan	Secretary	June 2022
Twila Tosh	Salida Authorizing Agency Designee	August 2022
Vince Jamison	Board Member	June 2023
Chad Wolf	Board Member	June 2021

ADMINISTRATORS

Leah Silvestre Franklin,
Chief Executive Officer

Marisa Jacobson-Meeks,
Chief Operating Officer

Dr. Eldon Rosenow,
Founder

GREAT VALLEY ACADEMY - MODESTO*Schedule of Average Daily Attendance**For the Fiscal Year Ended June 30, 2020*

	Second Period Report		Annual Report	
	Certificate No. F2530F91		Certificate No. 8CB05B94	
	Classroom- Based	Total Regular ADA	Classroom- Based	Total Regular ADA
Regular ADA:				
Kindergarten through Third	319.32	358.76	319.32	358.76
Fourth through Sixth	295.06	324.47	295.06	324.47
Seventh through Eighth	180.07	203.20	180.07	203.20
Total Regular ADA	794.45	886.43	794.45	886.43

GREAT VALLEY ACADEMY - MODESTO*Schedule of Instructional Time**For the Fiscal Year Ended June 30, 2020*

Grade Level	Required	2019-20 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	36,785	181	Complied
Grade 1	50,400	58,530	181	Complied
Grade 2	50,400	58,530	181	Complied
Grade 3	50,400	58,530	181	Complied
Grade 4	54,000	60,340	181	Complied
Grade 5	54,000	60,340	181	Complied
Grade 6	54,000	60,340	181	Complied
Grade 7	54,000	60,340	181	Complied
Grade 8	54,000	60,340	181	Complied

GREAT VALLEY ACADEMY - MODESTO*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2020*

June 30, 2020, annual financial and budget report	
net assets	\$ 8,079,475
Adjustments and reclassifications:	
Depreciation expense	<u>(93,389)</u>
Net adjustments and reclassification	<u>(93,389)</u>
June 30, 2020, audited financial statement net assets	<u>\$ 7,986,086</u>

GREAT VALLEY ACADEMY - MODESTO

Note to the Supplementary Information

June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance (ADA)

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

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of Education Code Sections 47612 and 47612.5. The instructional time presented in this schedule includes the days that the School was closed due to the COVID-19 pandemic.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance reported on the Unaudited Actual financial report to the audited financial statements.

Other Independent Auditors' Reports

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Great Valley Academy - Modesto
Modesto, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Great Valley Academy - Modesto (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020 and the related statement of activities, statement of functional expenses, and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2020.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Murrieta, California
_____, 2020

DRAFT

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Great Valley Academy - Modesto
Modesto, California

Report on State Compliance

We have audited Great Valley Academy - Modesto's compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Great Valley Academy's state government programs as noted on the following page for the fiscal year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Great Valley Academy - Modesto's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Great Valley Academy - Modesto's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Great Valley Academy - Modesto's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable

Description	Procedures Performed
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Unmodified Opinion on Compliance with State Programs

In our opinion, Great Valley Academy - Modesto complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2020.

Murrieta, California
_____, 2020

Findings and Recommendations

GREAT VALLEY ACADEMY - MODESTO
Schedule of Audit Findings and Recommendations
For the Fiscal Year Ended June 30, 2020

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

*The School expended less than \$750,000 in federal awards in 2019-20;
therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.*

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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GREAT VALLEY ACADEMY - MODESTO
Schedule of Audit Findings and Recommendations
For the Fiscal Year Ended June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

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

There were no financial statement findings in 2019-20.

GREAT VALLEY ACADEMY - MODESTO
Schedule of Audit Findings and Recommendations
For the Fiscal Year Ended June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

The School expended less than \$750,000 on federal awards in 2019-20, therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.

DRAFT

GREAT VALLEY ACADEMY - MODESTO
Schedule of Audit Findings and Recommendations
For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or recommendations in 2019-20.

DRAFT

GREAT VALLEY ACADEMY - MODESTO

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-001: CALPADS Unduplicated Pupil Count</i>	<p>Supplemental and concentration grant amounts are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:</p> <ul style="list-style-type: none">• Unduplicated count of pupils who (1) are English Learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b) (2) and 42238.02(b) (1)).• Divided by total enrollment in the LEA (EC sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day. <p>Prior to the audit, the School notified the auditors that there was an error with the School’s nutrition Free & Reduced Priced Meals (FRPM) qualifying system causing FRPM students to be misclassified. During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as eligible for free or reduced-price meals (FRPM) on Census Day, we noted 8 exceptions out of 11 sampled that were classified as eligible for FRPM, but did not have sufficient evidence to support the designation. In addition, we expanded our testing to include the remaining students that the School notified us that were misclassified and determined an additional 39 students at the Modesto campus who were classified as eligible for FRPM, but did not have sufficient evidence to support the designation.</p>	40000	We recommend that the School review the student nutrition system’s data integrity annually prior to the CALPADS data submission to ensure the accuracy classifications	Implemented.

**GREAT VALLEY ACADEMY – SALIDA
SALIDA, CALIFORNIA**

Charter No. 1819

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS' REPORT**

**For the Fiscal Year Ended
June 30, 2020**

GREAT VALLEY ACADEMY - SALIDA

For the Fiscal Year Ended June 30, 2020

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Financial Section

INDEPENDENT AUDITORS' REPORT

Board of Directors
Great Valley Academy - Salida
Modesto, California

Report on the Financial Statements

We have audited the accompanying financial statements of Great Valley Academy - Salida (a California nonprofit Organization), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Great Valley Academy - Salida as of June 30, 2020, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary information on pages 18 to 20 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole. The information on page 17 has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2020, on our consideration of the Great Valley Academy - Salida's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Murrieta, California
_____, 2020

GREAT VALLEY ACADEMY - SALIDA*Statement of Financial Position**June 30, 2020*

ASSETS

Current Assets:

Cash	\$	2,647,437
Accounts receivable (Note 3)		941,756
Other current assets		13,241
Total current assets:		<u>3,602,434</u>

Non-current Assets:

Property and equipment (Note 5):

Non-depreciable assets		950,000
Depreciable assets		7,939,322
Less accumulated depreciation		<u>(993,248)</u>
Property and equipment, net		<u>7,896,074</u>

Total Assets	\$	<u>11,498,508</u>
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LIABILITIES AND NET ASSETS**Liabilities**

Current Liabilities:

Accounts payable	\$	263,735
Accrued payroll and benefits		72,474
Unearned revenues		6,157
Mortgage payable, current portion (Note 8)		119,934
Total current liabilities		<u>462,300</u>

Non-current Liabilities:

Intercompany payable (Note 6)		23,910
Mortgage payable (Note 8)		4,407,615
Total non-current liabilities		<u>4,431,525</u>

Total liabilities		<u>4,893,825</u>
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Net assets

Without donor restrictions		6,509,937
With donor restrictions (Note 4)		94,746
Total net assets		<u>6,604,683</u>

Total Liabilities and Net Assets	\$	<u>11,498,508</u>
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GREAT VALLEY ACADEMY - SALIDA*Statement of Activities**For the Fiscal Year Ended June 30, 2020*

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES AND OTHER SUPPORT			
LCFF apportionment	\$ 6,123,074	\$ -	6,123,074
Education Protection Account	170,188	-	170,188
In-lieu property tax transfers	1,144,889	-	1,144,889
Special education property tax transfers	-	127,773	127,773
Federal special education awards	-	105,596	105,596
Federal food program	-	201,630	201,630
State food program	-	32,006	32,006
Lottery	130,094	39,990	170,084
Other state sources	19,353	34,559	53,912
STRS on-behalf contribution	324,000	-	324,000
Local special education transfers	-	362,356	362,356
Other local revenues	301,281	31,841	333,122
Intercompany loan forgiveness	1,000,000	-	1,000,000
Net assets released from restrictions	1,042,301	(1,042,301)	-
Total revenues and other support	10,255,180	(106,550)	10,148,630
EXPENSES			
Program services:			
Instruction	4,833,111	-	4,833,111
Instruction-related services	715,629	-	715,629
Pupil services	835,864	-	835,864
Ancillary services	357,225	-	357,225
Depreciation	366,720	-	366,720
Total program services	7,108,549	-	7,108,549
Management and general:			
General administration	713,293	-	713,293
Plant services	514,970	-	514,970
Depreciation	2,071	-	2,071
Interest expense	290,106	-	290,106
Total management and general	1,520,440	-	1,520,440
Total expenses	8,628,989	-	8,628,989
Change in net assets from operations	1,626,191	(106,550)	1,519,641
OTHER GAINS/(LOSSES)			
Interest earned	1,144	-	1,144
Total Other Gains/(Losses)	1,144	-	1,144
Change in net assets	1,627,335	(106,550)	1,520,785
NET ASSETS:			
Beginning of year	4,882,602	201,296	5,083,898
End of year	\$ 6,509,937	\$ 94,746	\$ 6,604,683

See accompanying notes and auditors' report.

GREAT VALLEY ACADEMY - SALIDA*Statement of Cash Flows**For the Fiscal Year Ended June 30, 2020*

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ 1,520,785
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:	
Depreciation expense	368,791
(Increase) decrease in operating assets:	
Accounts receivable	(552,230)
Deposits	(12,341)
Increase (decrease) in operating liabilities:	
Accounts payable	30,318
Accrued payroll and benefits	17,085
Unearned revenue	2,555
Intercompany payable	<u>(1,224,766)</u>
Net cash provided (used) by operating activities	<u>150,197</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of equipment, furniture and building improvements	<u>(77,866)</u>
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CASH FLOWS FROM FINANCING ACTIVITIES

Payments on Salida mortgage	<u>(113,457)</u>
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Net increase (decrease) in cash	(41,126)
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Cash:

Beginning of year	<u>2,688,563</u>
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End of year	<u>\$ 2,647,437</u>
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SUPPLEMENTAL DISCLOSURE

Interest paid	<u>\$ 290,106</u>
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GREAT VALLEY ACADEMY - SALIDA*Statement of Functional Expenses**For the Fiscal Year Ended June 30, 2020*

	Program Services	Management and General	Total
Salaries and Benefits			
Certificated salaries	\$ 2,922,534	\$ -	\$ 2,922,534
Classified salaries	1,063,896	542,725	1,606,621
Employee benefits	1,430,726	166,294	1,597,020
Total Salaries and Benefits	5,417,156	709,019	6,126,175
Supplies and Operating Expenses			
Books and supplies	617,553	67,713	685,266
Services and other operating expenses	707,120	451,531	1,158,651
Allocated depreciation	366,720	2,071	368,791
Other outgo	-	290,106	290,106
Total Supplies and Operating Expenses	1,691,393	811,421	2,502,814
Totals	\$ 7,108,549	\$ 1,520,440	\$ 8,628,989

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

In February 2008, Great Valley Academy (the “Charter”) was approved to operate as a California charter school by the Stanislaus County Office of Education. The School was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. In 2016-17, the School opened another school called Great Valley Academy – Salida (the “School”). The School was opened under the approval of the Salida Union Elementary School District and operates kindergarten and grades 1-8. This school offers all classroom-based education programs. The primary source of revenue for the School comes from federal and state contract payments.

B. Basis of Presentation and Accounting

The School accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual*.

The financial statements of the School have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective January 1, 2018 and addresses general-purpose external financial statements appropriate for not-for-profit organizations.

Under the provisions of the ASC 958-205, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School’s board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met either by the actions of the not-for-profit organization to satisfy a particular purpose restriction, or by the passage of time. Some donor restrictions are perpetual (or permanent) in nature, whereby the donor has stipulated the funds be maintained in perpetuity, whereby the corpus of the donation must remain unspent.

C. Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the School are derived principally from state and federal sources. The School receives state funding based on each of the enrolled student’s average daily attendance (ADA) in its school. The School receives federal grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

D. Donated Materials and Supplies

Donated materials and supplies are recorded as contributions at their estimated fair market value at the date of donation if a value can be reasonably determined. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Contributed Services

During the year ended June 30, 2020, the value of contributed services meeting the requirements for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the School, but these services do not meet the criteria for recognition as contributed services.

F. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles required management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from estimates.

G. Income Taxes

The School is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

H. Cash and Cash Equivalents

The School considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the School's cash balances were deposited in three financial institutions. As of June 30, 2020, the School did not hold any cash as investments.

I. Custodial Credit Risk

The School maintains its cash at three financial institutions. Cash balances are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) at each institution. At various times during the year, the amount on deposit with a single financial institution may exceed federal depository insurance limits and be exposed to custodial credit risk. As of June 30, 2020, the School had cash in the amount of \$2,569,208 which was exposed to this risk.

J. Accounts Receivable

Accounts receivable consists mainly of grants and contract payments from other public agencies. No allowance for uncollectable amounts has been estimated as creditworthiness of payors and industry experience provide evidence to support amounts as fully collectible.

K. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

L. Property and Equipment

It is the School's policy to capitalize property and equipment over \$5,000. Purchased property and equipment are reported at historical cost or estimated historical cost. Contributed assets are recorded as contributions at their estimated fair value as of the date received. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose or time of use. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that, as a whole, create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

L. Property and Equipment (continued)

Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	15-50 years
Land Improvements	20 years
Equipment	5-10 years

M. Unearned Revenues

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

N. Fair Value Measurements

In accordance with fair value measurements, the School categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The School has the ability to access the holding and quoted prices as of the measurement date.

Level 2 – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

Level 3 – Inputs that are unobservable. Unobservable inputs reflect the School's own assumptions about the factors market participants would use in pricing an investment and is based on the best information available in the circumstances.

O. Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function, as shown in the Statement of Functional Expenses. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Such allocations are determined by management on an equitable basis.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Functional Allocation of Expenses (continued)

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries and benefits	Time and effort
Occupancy / rent	Facilities square footage
Insurance	Policy type and nature of coverage
Utilities	Facilities square footage
Supplies	Time and effort
Depreciation	Facilities square footage

NOTE 2 – LIQUIDITY AND AVAILABLE RESOURCES

The School's financial assets available within one year of the Statement of Financial Position date for general expenditure are as follows:

Cash	\$	2,647,437
Accounts receivable		941,756
Prepaid expenses		13,241
Total financial assets available within one year	\$	<u>3,602,434</u>

The School's policy for liquidity management requires that it structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. Cash in excess of daily requirements is invested in short-term investments. The amounts above have been reduced by amounts not available for general use because of donor-imposed restrictions within one year of the financial statement date. In anticipation of future liquidity needs, the School has available a line of credit in the amount of \$1,000,000.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable outstanding at June 30, 2020, consisted of the following:

Federal Government:		
Special education entitlement	\$	105,596
Food program		66,086
State Government:		
LCFF		671,610
Lottery		40,643
Food program		5,669
Local:		
Special education		36,663
Other		15,489
Total	\$	<u>941,756</u>

GREAT VALLEY ACADEMY - SALIDA*Notes to Financial Statements**June 30, 2020*

NOTE 4 – NET ASSETS

Donor-restricted net assets at June 30, 2020, were comprised of the following amounts and restrictions:

Net assets with purpose restriction:

Coronavirus Relief Fund	\$	(27,660)
Classified Professional Development Grant		5,670
SB 117: COVID-19 Relief		10,674
Low Performing Student Block Grant		106,062
Total	\$	<u>94,746</u>

These amounts are presented within net assets with donor restrictions on the Statement of Financial Position.

NOTE 5 – PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2020 consisted of the following:

	Balance, July 1, 2019	Additions	Retirements	Balance, June 30, 2020
Property and equipment not being depreciated:				
Land	\$ 950,000	\$ -	\$ -	\$ 950,000
Total Property and equipment not being depreciated	<u>950,000</u>	<u>-</u>	<u>-</u>	<u>950,000</u>
Property and equipment being depreciated:				
Improvement of sites	3,612,627	72,175	-	3,684,802
Buildings	4,048,676	-	-	4,048,676
Equipment	200,153	5,691	-	205,844
Total Property and equipment being depreciated	<u>7,861,456</u>	<u>77,866</u>	<u>-</u>	<u>7,939,322</u>
Accumulated depreciation for:				
Improvement of sites	(278,125)	(240,844)	-	(518,969)
Buildings	(285,864)	(103,812)	-	(389,676)
Equipment	(60,468)	(24,135)	-	(84,603)
Total accumulated depreciation	<u>(624,457)</u>	<u>(368,791)</u>	<u>-</u>	<u>(993,248)</u>
Total Property and equipment being depreciated, net	<u>7,236,999</u>	<u>(290,925)</u>	<u>-</u>	<u>6,946,074</u>
Property and equipment, net of depreciation	<u>\$ 8,186,999</u>	<u>\$ (290,925)</u>	<u>\$ -</u>	<u>\$ 7,896,074</u>

Depreciation expense for the year ended June 30, 2020, is \$368,791.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 6 – INTERCOMPANY PAYABLE

As of June 30, 2019, the Salida campus had an obligation to repay the Modesto campus \$1,248,676 to reimburse the down payment paid on its behalf for acquisition of the Salida property as well as for the acquisition of mobile modular classrooms. The Modesto campus is a related party under common control of the board of directors. On June 29, 2020, the Board of Directors agreed to forgive the remaining balance of the loan, which was \$1,000,000. The loan forgiveness is recorded in these financial statements as a revenue.

During the 2019-20 school year, the Modesto campus purchased computers and other equipment for the Salida campus in the amount of \$23,910. This amount is recorded in these financial statements as an intercompany payable.

NOTE 7 – NET DEFERRED PAY

The School provides elected certificated and classified employees who receive pay in the 11-month cycle the option to opt-in to deferred net pay plan. This allows elected employees to receive 12 paychecks during the year. The final check is not a payroll check, rather money that is withheld at 8.33% of net pay for all pay periods August 2019 through June 2020. As of June 30, 2020, the School had an obligation to pay deferred net pay of \$266,822, comprised of \$131,283 for Modesto and \$135,539 for Salida. Modesto acts as the trustee for Salida's net deferred pay. The obligation payable at June 30, 2020, is not recognized on Salida's Statement of Financial Position as it is satisfied by Modesto on Salida's behalf.

NOTE 8 – LONG TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2020, is shown below:

	Balance, July 01, 2019	Additions	Deductions	Balance, June 30, 2020	Amount Due in One Year
Mortgage note payable	\$ 4,641,006	\$ -	\$ 113,457	\$ 4,527,549	\$ 119,934

Mortgage Note

On June 30, 2016, Great Valley Academy assumed a mortgage note with the Bank of Stockton for \$4,900,000 for the purchase of property for its Salida school campus, which replaced the Manteca campus. The terms of the mortgage require interest-only payments through January 2017; thereafter, payments are \$29,870 per month. The interest rate is fixed at 5.25% with note maturity expected at July 2041.

At June 30, 2020, the total balance outstanding on the note was \$4,527,549. The amounts required to amortize the outstanding balance at June 30, 2020, are as follows:

Fiscal Year	Principal	Interest	Total
2020-21	\$ 119,934	\$ 238,506	\$ 358,440
2021-22	126,476	231,964	358,440
2022-23	133,375	225,065	358,440
2023-24	140,049	218,391	358,440
2024-25	148,289	210,151	358,440
2025-30	871,405	920,794	1,792,199
2030-35	1,136,554	655,645	1,792,199
2035-40	1,482,324	309,875	1,792,199
2040-42	369,143	11,807	380,951
Total	\$ 4,527,549	\$ 3,022,200	\$ 7,549,749

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 9 – LINE OF CREDIT

The School maintains an agreement with the Bank of Stockton for a line of credit in the amount of \$1,000,000. The line of credit is secured by the School's assets. As of June 30, 2020, there was no balance owed on the line of credit. The line of credit carries an interest rate of 7.0% and requires monthly payments when there are balances owed.

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and eligible classified employees may contribute to the Great Valley Academy 401(k) Plan and Trust. The School is a participant in the plans and its contributions to CalSTRS do not exceed 5% of total plan-level contributions.

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The School contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The School contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Benefits Provided

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date	2% at 60	2% at 62
Benefit Formula	5 years of service	5 years of service
Benefit Vesting Schedule	Monthly for life	Monthly for life
Benefit Payments	60	62
Retirement Age	2.0%-2.4%	2.0%-2.4%
Monthly Benefits as a Percentage of Eligible Compensation	10.25%	10.205%
Required Member Contribution Rate	17.10%	17.10%
Required Employer Contribution Rate	10.328%	10.328%
Required State Contribution Rate		

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program.

The School's contributions to CalSTRS and required employer contribution rate for the last three fiscal years were as follows:

	Contribution	Required Contribution Rate
2019-20	\$ 471,366	17.10%
2018-19	\$ 416,581	16.28%
2017-18	\$ 250,472	14.43%

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the School. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the School for its proportionate share of the State's on-behalf contributions is \$324,000.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

B. 401(k) Plan

The School has established a 401K defined contribution retirement plan, whereby all eligible classified employees may elect to defer a portion of their salary into a separate retirement plan trust. Per the plan agreement, there is a requirement for the School to match employee salary elective deferrals up to 4%. For the year ending June 30, 2020, total employer contributions to the plan was \$39,694.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Funds

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Impact of COVID-19

On March 13, 2020, a presidential emergency was declared due to the ongoing Coronavirus Disease 2019 (COVID-19) pandemic. The declaration made federal disaster assistance available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the State of California to supplement the local recovery efforts by the K-12 education community. On that same date, Governor Newsom issued Executive Order N-26-20, guaranteeing continued State funding, holding LEAs harmless from several regulations, and providing guidelines for LEAs to operate under a “distance learning” environment.

In response, the School announced the closing of all schools in mid-March. With nearly all schools in California shut down to stem the spread of COVID-19, officials statewide put in place plans to deliver “grab and go” meals with minimal contact between cafeteria staff, volunteers and families in need. In addition, the School worked to implement distance learning for all students for the remainder of the 2019-20 school year.

A companion bill to Executive Order N-26-20, Senate Bill 117 changed the method used by the School to calculate average daily attendance (ADA) for both the P-2 and Annual period apportionment to include all full school months from July 1, 2019 to February 29, 2020. As events unfold and changes are made on a daily basis, the future impacts of COVID-19 on the School’s operations are not fully known at this time.

NOTE 12 – JPA INFORMATION

The Great Valley Academy - Salida participates in a joint venture under a joint powers agreement (JPA) with Charter Safe. The School Safe JPA provides property and liability insurance and workers compensation coverage for its members. The JPA is governed by a board consisting of a representative from each member agency. The governing board controls the operations of the JPA independent of any influence by the member agencies beyond their representation on the governing board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPA.

GREAT VALLEY ACADEMY - SALIDA

Notes to Financial Statements

June 30, 2020

NOTE 12 – JPA INFORMATION (continued)

Condensed unaudited financial information for Charter Safe for the year ended June 30, 2020, is as follows:

	Charter Safe
Total Assets	\$ 32,797,313
Total Liabilities	23,196,967
Net Assets	<u>\$ 9,600,346</u>
Total Revenues	\$ 27,667,000
Cost of Sales	(23,539,232)
Total Expenses	<u>4,097,003</u>
Net Income (Loss)	<u>\$ 30,765</u>

NOTE 13 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2020, have been evaluated through _____, 2020, the date at which the School's audited financial statements were available to be issued. No events requiring disclosures have occurred through this date.

Economic Conditions

At the end of the first quarter of calendar year 2020, the United States and global economy suffered a major decline due to the impact of the COVID-19 virus. This economic decline may affect the School's operations and investment earnings for the remainder of calendar year 2020 and beyond. However, the potential impact to the School is unknown at this time.

Supplementary Information

DRAFT

GREAT VALLEY ACADEMY - SALIDA

Local Education Agency Organizational Structure

June 30, 2020

In 2016, Great Valley Academy - Salida (Charter No. 1819) was approved by the Salida Union Elementary School District and operates classroom-based instruction in kindergarten and grades 1-8. The School is located in Salida, which is in Stanislaus County, California.

BOARD OF DIRECTORS		
Member	Office	Term Expires
Steve Payne	President	June 2022
Yolanda Meraz	Vice President	June 2023
Susan Nisan	Secretary	June 2022
Twila Tosh	Salida Authorizing Agency Designee	August 2022
Vince Jamison	Board Member	June 2023
Chad Wolf	Board Member	June 2021

ADMINISTRATORS

Leah Silvestre Franklin,
Chief Executive Officer

Marisa Jacobson-Meeks,
Chief Operating Officer

Dr. Eldon Rosenow,
Founder

GREAT VALLEY ACADEMY - SALIDA*Schedule of Average Daily Attendance**For the Fiscal Year Ended June 30, 2020*

		Second Period Report	Annual Report
		Certificate No. 13508F59	Certificate No. 5D723D1D
Regular ADA:	Kindergarten through Third	382.43	382.43
	Fourth through Sixth	283.58	283.58
	Seventh through Eighth	184.91	184.91
	Total Regular ADA	850.92	850.92

All average daily attendance is generated through classroom-based instruction.

GREAT VALLEY ACADEMY - SALIDA*Schedule of Instructional Time**For the Fiscal Year Ended June 30, 2020*

Grade Level	Required	2019-20 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	36,590	181	Complied
Grade 1	50,400	58,920	181	Complied
Grade 2	50,400	58,920	181	Complied
Grade 3	50,400	58,920	181	Complied
Grade 4	54,000	58,920	181	Complied
Grade 5	54,000	58,920	181	Complied
Grade 6	54,000	58,920	181	Complied
Grade 7	54,000	58,920	181	Complied
Grade 8	54,000	58,920	181	Complied

GREAT VALLEY ACADEMY - SALIDA

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2020*

*There were no differences between the Annual Financial and Budget Report and the
Audited Financial Statements.*

DRAFT

GREAT VALLEY ACADEMY - SALIDA

Note to the Supplementary Information

June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance (ADA)

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

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of Education Code Sections 47612 and 47612.5. The instructional time presented in this schedule includes the days that the School was closed due to the COVID-19 pandemic.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance reported on the Unaudited Actual financial report to the audited financial statements.

Other Independent Auditors' Reports

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Great Valley Academy - Salida
Modesto, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Great Valley Academy - Salida (a nonprofit organization), which comprise the statement of financial position as of June 30, 2020 and the related statement of activities, statement of functional expenses, and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2020.

Internal Control Over Financial Planning

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Murrieta, California
_____, 2020

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Great Valley Academy - Salida
Modesto, California

Report on State Compliance

We have audited Great Valley Academy - Salida's compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Great Valley Academy's state government programs as noted on the following page for the fiscal year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Great Valley Academy - Salida's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Great Valley Academy - Salida's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Great Valley Academy - Salida's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable

Description	Procedures Performed
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Unmodified Opinion on Compliance with State Programs

In our opinion, Great Valley Academy - Salida complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2020.

Murrieta, California
_____, 2020

Findings and Recommendations

GREAT VALLEY ACADEMY - SALIDA

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

*The School expended less than \$750,000 in federal awards in 2019-20;
therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.*

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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GREAT VALLEY ACADEMY - SALIDA

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

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

There were no financial statement findings in 2019-20.

GREAT VALLEY ACADEMY - SALIDA

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

The School expended less than \$750,000 on federal awards in 2019-20, therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.

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GREAT VALLEY ACADEMY - SALIDA

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or recommendations in 2019-20.

DRAFT

GREAT VALLEY ACADEMY - SALIDA

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-001: CALPADS Unduplicated Pupil Count</i>	<p>Supplemental and concentration grant amounts are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:</p> <ul style="list-style-type: none">• Unduplicated count of pupils who (1) are English Learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b) (2) and 42238.02(b) (1)).• Divided by total enrollment in the LEA (EC sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day. <p>Prior to the audit, the School notified the auditors that there was an error with the School’s nutrition Free & Reduced Priced Meals (FRPM) qualifying system causing FRPM students to be misclassified. During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as eligible for free or reduced-price meals (FRPM) on Census Day, we noted 5 exceptions out of 7 sampled that were classified as eligible for FRPM, but did not have sufficient evidence to support the designation. In addition, we expanded our testing to include the remaining students that the School notified us that were misclassified and determined an additional 37 students at the Salida campus who were classified as eligible for FRPM, but did not have sufficient evidence to support the designation.</p>	40000	We recommend that the School review the student nutrition system’s data integrity annually prior to the CALPADS data submission to ensure the accuracy classifications	Implemented.

GREAT VALLEY ACADEMY - SALIDA

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-002: Teacher Credentials</i>	<p>Per California Education Codes §44001, §44830(a), §44831 and §44253.1, any teacher that is assigned to teach a class in which one or more student (s) is (are) designated as English learners must be authorized to instruct Limited-English Proficient (LEP) pupils.</p> <p>It was noted that out of the nine teachers selected for teacher credential testing, one teacher with a valid teaching credential did not hold a valid certificate, permit, or other document authorizing the instruction of Limited-English Proficient (LEP) pupils. This included one teacher at the Salida site.</p>	71000	We recommend that the School verify that all certificated employees involved in the instruction of English learners have a valid authorization to teach LEP pupils.	Implemented.

GREAT VALLEY ACADEMY

Includes the Following Charter Schools:

**Great Valley Academy (Charter No. 0985); and
Great Valley Academy – Salida (Charter No. 1819)**

**FINANCIAL STATEMENTS AND
INDEPENDENT AUDITORS' REPORT**

**For the Fiscal Year Ended
June 30, 2020**

GREAT VALLEY ACADEMY

For the Fiscal Year Ended June 30, 2020

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Financial Section

INDEPENDENT AUDITORS' REPORT

Board of Directors
Great Valley Academy
Modesto, California

Report on the Financial Statements

We have audited the accompanying combined financial statements of Great Valley Academy (a California nonprofit Organization) and its subsidiaries, which comprise the combined statement of financial position as of June 30, 2020, and the related combined statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the combined financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of Great Valley Academy as of June 30, 2020, and the changes in its net assets and its cash flows for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary information on pages 21 to 26 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole. The information on page 20 has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2020, on our consideration of the Great Valley Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Charter's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter's internal control over financial reporting and compliance.

Murrieta, California
_____, 2020

GREAT VALLEY ACADEMY
Combined Statement of Financial Position
June 30, 2020

ASSETS

Current Assets:

Cash	\$	5,716,848
Accounts receivable (Note 4)		2,590,872
Inventory		35,767
Other current assets		42,069
Total current assets		<u>8,385,556</u>

Non-current Assets:

Investments (Note 3)		1,279,569
Property and equipment (Note 6):		
Non-depreciable assets		2,070,000
Depreciable assets		12,944,273
Less accumulated depreciation		<u>(2,577,410)</u>
Total Property and equipment, net		<u>12,436,863</u>
Total non-current assets		<u>13,716,432</u>

Total Assets	\$	<u><u>22,101,988</u></u>
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LIABILITIES AND NET ASSETS

Liabilities

Current Liabilities:

Accounts payable	\$	955,794
Accrued payroll liabilities and benefits		212,400
Unearned revenues		266,822
Net deferred pay (See Note 7)		12,221
Mortgage payable, current portion (Note 8)		258,025
Total current liabilities		<u>1,705,262</u>

Non-current Liabilities:

Mortgage payable (Note 8)		<u>5,805,957</u>
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Total liabilities		<u>7,511,219</u>
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Net assets

Without donor restrictions		14,383,971
With donor restrictions (Note 9)		<u>206,798</u>
Total net assets		<u>14,590,769</u>

Total Liabilities and Net Assets	\$	<u><u>22,101,988</u></u>
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GREAT VALLEY ACADEMY
Combined Statement of Activities
For the Fiscal Year Ended June 30, 2020

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES AND OTHER SUPPORT			
LCFF apportionment	\$ 11,620,360	\$ -	\$ 11,620,360
Education Protection Account	907,087	-	907,087
In-lieu property tax transfers	2,793,888	-	2,793,888
Special education property tax transfers	-	262,096	262,096
Federal special education awards	-	240,938	240,938
Federal food program	-	466,043	466,043
State food program	-	69,551	69,551
Lottery	266,222	83,629	349,851
Other state sources	35,046	70,732	105,778
STRS on-behalf contribution	685,944	-	685,944
Local special education transfers	-	741,678	741,678
Other local revenues	772,524	67,982	840,506
Intercompany loan forgiveness	1,000,000	-	1,000,000
Net assets released from restrictions	2,196,972	(2,196,972)	-
Total revenues and other support	20,278,043	(194,323)	20,083,720
EXPENSES			
Program Services:			
Instruction	10,186,243	-	10,186,243
Instruction-related services	1,702,356	-	1,702,356
Pupil services	1,631,605	-	1,631,605
Ancillary services	759,374	-	759,374
Depreciation	609,017	-	609,017
Total Program Services	14,888,595	-	14,888,595
Management and General:			
General administration	1,651,922	-	1,651,922
Plant services	1,100,344	-	1,100,344
Depreciation	4,426	-	4,426
Interest expense	421,775	-	421,775
Intercompany loan forgiveness - grant	1,000,000	-	1,000,000
Total management and general	4,178,467	-	4,178,467
Total expenses	19,067,062	-	19,067,062
Change in net assets from operations	1,210,981	(194,323)	1,016,658
OTHER GAINS/(LOSSES)			
Investment income	29,324	-	29,324
Total Other Gains/(Losses)	29,324	-	29,324
Change in net assets	1,240,305	(194,323)	1,045,982
NET ASSETS:			
Beginning of year	13,143,666	401,121	13,544,787
End of year	\$ 14,383,971	\$ 206,798	\$ 14,590,769

See accompanying notes and auditors' report.

GREAT VALLEY ACADEMY
Combined Statement of Cash Flows
For the Fiscal Year Ended June 30, 2020

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ 1,045,982
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:	
Depreciation expense	613,443
(Increase) decrease in operating assets:	
Accounts receivable	(1,659,296)
Deposits	(12,341)
Prepaid expenses	2,595
Inventory	(35,767)
Other current assets	(28,828)
Increase (decrease) in operating liabilities:	
Accounts payable	362,459
Accrued payroll liabilities	29,933
Unearned revenue	1,747
Net deferred pay	16,564
Net cash provided (used) by operating activities	<u>336,491</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of equipment, furniture and building improvements	(157,457)
Acquisition of investments	<u>(522,525)</u>
Net cash provided (used) by investing activities	<u>(679,982)</u>

CASH FLOWS FROM FINANCING ACTIVITIES

Payments on Salida mortgage note	(113,457)
Payments on Modesto mortgage note	<u>(131,135)</u>
Net cash provided (used) by financing activities	<u>(244,592)</u>
Net increase (decrease) in cash	(588,083)
Cash:	
Beginning of year	<u>6,304,931</u>
End of year	<u><u>\$ 5,716,848</u></u>

SUPPLEMENTAL DISCLOSURE

Interest paid	<u><u>\$ 371,031</u></u>
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GREAT VALLEY ACADEMY*Combined Statement of Functional Expenses**For the Fiscal Year Ended June 30, 2020*

	Program Services	Management and General	Total
Salaries and Benefits			
Certificated salaries	\$ 6,035,640	\$ -	\$ 6,035,640
Classified salaries	2,319,154	1,222,457	3,541,611
Employee benefits	3,034,006	363,221	3,397,227
Total Salaries and Benefits	11,388,800	1,585,678	12,974,478
Supplies and Operating Expenses			
Books and supplies	1,521,422	160,306	1,681,728
Services and other operating expenses	1,369,356	1,006,282	2,375,638
Depreciation	609,017	4,426	613,443
Other outgo	-	1,421,775	1,421,775
Total Supplies and Operating Expenses	3,499,795	2,592,789	6,092,584
Totals	\$ 14,888,595	\$ 4,178,467	\$ 19,067,062

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Nature of Activities

In February 2008, Great Valley Academy (the “Charter”) was approved to operate as a California charter school by the Stanislaus County Office of Education. The Charter was formed as an Internal Revenue Code (IRC) Section 501(c)(3) non-profit public benefit corporation. The Charter operated a school with a classroom based education program, offering education to students in kindergarten and grades 1-8. The Charter began its operations in 2008-09. In 2016-17, the Charter opened another school called Great Valley Academy-Salida. This new site was opened under the approval of the Salida Union Elementary School District and operated kindergarten and grades 1-8. The Modesto campus offers both classroom based and non-classroom based education programs, while the Salida campus offers all classroom based instruction. In addition, the Charter offers consulting services to other educational institutions, which is considered unrelated to the primary educational activity. Major sources of revenue for education come from federal and state agencies.

B. Basis of Presentation and Accounting

The Charter accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual*.

The financial statements of the Charter have been prepared on the accrual basis in accordance with accounting principles generally accepted in the United States of America. The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective January 1, 2018 and addresses general-purpose external financial statements appropriate for not-for-profit organizations.

Under the provisions of the ASC 958-205, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the Charter and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Charter. The Charter’s board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met either by the actions of the not-for-profit organization to satisfy a particular purpose restriction, or by the passage of time. Some donor restrictions are perpetual (or permanent) in nature, whereby the donor has stipulated the funds be maintained in perpetuity, whereby the corpus of the donation must remain unspent.

C. Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Charter are derived principally from state and federal sources. The Charter receives state funding based on each of the enrolled student’s average daily attendance (ADA) in its school. The Charter receives federal grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Revenue and Revenue Recognition (continued)

Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met.

D. Donated Materials and Supplies

Donated materials and supplies are recorded as contributions at their estimated fair market value at the date of donation if a value can be reasonably determined. Such donations are reported as increases in unrestricted net assets unless the donor has restricted the donated asset to a specific purpose.

E. Contributed Services

During the year ended June 30, 2020, the value of contributed services meeting the requirements for recognition in the financial statements was not material and has not been recorded. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Charter, but these services do not meet the criteria for recognition as contributed services.

F. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles required management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from estimates.

G. Income Taxes

The Charter is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Charter files information returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state tax purposes is generally three and four years, respectively.

H. Cash and Cash Equivalents

The Charter considers certificates of deposit with a maturity date of 90 days or longer to be investments. At year-end and throughout the year, the Charter's cash balances were deposited in three financial institutions. As of June 30, 2020, the Charter held a portion of its reserves in checking and money market accounts.

I. Custodial Credit Risk

The Charter maintains its cash at three financial institutions. Cash balances are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) at each institution. At various times during the year, the amount on deposit with a single financial institution may exceed federal depository insurance limits and be exposed to custodial credit risk. As of June 30, 2020, the Charter had cash in the amount of \$5,221,548 which was exposed to this risk.

J. Investments

Investments are stated at fair value at the Statement of Financial Position date as required by FASB. Net realized and unrealized gains/losses on investments are presented on the Statement of Activities, with respect to any donor restrictions, as investment return. Investment return is presented net of related internal and external fees. The average cost method is used to determine the basis for computing realized gains/losses.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

K. Accounts Receivable

Accounts receivable consists mainly of grants and contract payments from other public agencies. No allowance for uncollectable amounts has been estimated as creditworthiness of payors and industry experience provide evidence to support amounts as fully collectible.

L. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

M. Property and Equipment

It is the Charter's policy to capitalize property and equipment over \$5,000. Purchased property and equipment are reported at historical cost or estimated historical cost. Contributed assets are recorded as contributions at their estimated fair value as of the date received. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose or time of use. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Items that, as a whole, create an asset with a combined cost exceeding \$5,000 have also been capitalized. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	15-50 years
Land Improvements	20 years
Equipment	5-10 years

N. Unearned Revenues

Unearned revenues represent payments received in advance for services that have not yet been performed or from cost-reimbursement grants for which expenses have not yet been incurred.

O. Fair Value Measurements

In accordance with fair value measurements, the Charter categorizes its assets and liabilities measured at fair value into a three-level hierarchy based on the priority of the inputs to the valuation technique used to determine fair value. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used in the determination of the fair value measurement fall within different levels of the hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement.

Financial assets and liabilities recorded on the balance sheet are categorized based on the inputs to the valuation techniques as follows:

Level 1 – Inputs that reflect unadjusted quoted prices in active markets for identical investments, such as stocks, corporate and government bonds. The Charter has the ability to access the holding and quoted prices as of the measurement date.

Level 2 – Inputs, other than quoted prices, that are observable for the asset or liability either directly or indirectly, including inputs from markets that are not considered to be active.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

O. Fair Value Measurements (continued)

Level 3 – Inputs that are unobservable. Unobservable inputs reflect the Charter's own assumptions about the factors market participants would use in pricing an investment, and is based on the best information available in the circumstances.

P. Functional Allocation of Expenses

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function, as shown in the Statement of Functional Expenses. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

<u>Expense</u>	<u>Method of Allocation</u>
Salaries and benefits	Time and effort
Occupancy / rent	Facilities square footage
Insurance	Policy type and nature of coverage
Utilities	Facilities square footage
Supplies	Time and effort
Depreciation	Facilities square footage

NOTE 2 – LIQUIDITY

The Charter's financial assets available within one year of the Statement of Financial Position date for general expenditure are as follows:

Cash	\$	5,716,848
Accounts receivable		2,590,872
Other current assets		42,069
Total financial assets available within one year	\$	<u>8,391,858</u>

The Charter's policy for liquidity management requires that it structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. Cash in excess of daily requirements is invested in short-term investments. The amounts above have been reduced by amounts not available for general use because of donor-imposed restrictions within one year of the financial statement date. In anticipation of future liquidity needs, the Charter has available a line of credit in the amount of \$1,000,000. At June 30, 2020, none of the balance was used.

GREAT VALLEY ACADEMY*Notes to the Combined Financial Statements**June 30, 2020***NOTE 3 – INVESTMENTS**

The fair values, related measurement input techniques and related maturities of the major type of investments held by the Charter at June 30, 2020, were as follows:

	Fair Value Input	Maturity (years)			Total
		Less than One	One to Five	Over Five	
Certificates of deposit	Level 1	\$ 511,425	\$ 259,711	\$ -	\$ 771,136
Money market funds	Level 1	508,433	-	-	508,433
Total		<u>\$ 1,019,858</u>	<u>\$ 259,711</u>	<u>\$ -</u>	<u>\$ 1,279,569</u>

Investment income consisted of the following for the year ended June 30, 2020:

Interest income	\$ 7,971
Dividends	14,030
Realized gains/(losses)	<u>6,179</u>
Total investment income	<u>\$ 28,180</u>

NOTE 4 – ACCOUNTS RECEIVABLE

Accounts receivable outstanding at June 30, 2020, consisted of the following:

Federal Government:	
Special education entitlement	\$ 240,938
Food program	145,578
State Government:	
LCFF	1,972,668
Lottery	84,939
Food program	12,489
Local:	
Special education	91,244
Other	<u>43,016</u>
Total	<u>\$ 2,590,872</u>

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 5 – INTERCOMPANY RECEIVABLE/PAYABLE

As of June 30, 2019, the Salida campus had an obligation to repay the Modesto campus \$1,248,676 to reimburse the down payment paid on its behalf for acquisition of the Salida property as well as for the acquisition of mobile modular classrooms. The Salida campus is a related party under common control of the board of directors. On June 29, 2020, the Board of Directors agreed to forgive the remaining balance of the loan, which was \$1,000,000. The loan forgiveness is recorded in these financial statements as a grant expense and income.

During the 2019-20 school year, the Modesto campus purchased computers and other equipment for the Salida campus in the amount of \$23,910. This amount is recorded in these financial statements as an intercompany receivable and payable.

NOTE 6 – PROPERTY AND EQUIPMENT

Property and equipment as of June 30, 2020 consisted of the following:

	Balance, July 1, 2019	Additions	Retirements	Balance, June 30, 2020
Property & equipment not being depreciated:				
Land	\$ 2,070,000	\$ -	\$ -	\$ 2,070,000
Total property & equipment not being depreciated	<u>2,070,000</u>	<u>-</u>	<u>-</u>	<u>2,070,000</u>
Property & equipment being depreciated:				
Improvement of sites	5,877,687	146,075	-	6,023,762
Buildings	6,450,104	-	-	6,450,104
Equipment	459,025	11,382	-	470,407
Total property & equipment being depreciated	<u>12,786,816</u>	<u>157,457</u>	<u>-</u>	<u>12,944,273</u>
Accumulated depreciation for:				
Improvement of sites	(888,361)	(387,274)	-	(1,275,635)
Buildings	(926,837)	(175,526)	-	(1,102,363)
Equipment	(148,769)	(50,643)	-	(199,412)
Total accumulated depreciation	<u>(1,963,967)</u>	<u>(613,443)</u>	<u>-</u>	<u>(2,577,410)</u>
Total property & equipment being depreciated, net	<u>10,822,849</u>	<u>(455,986)</u>	<u>-</u>	<u>10,366,863</u>
Property & equipment, net of depreciation	<u>\$ 12,892,849</u>	<u>\$ (455,986)</u>	<u>\$ -</u>	<u>\$ 12,436,863</u>

Depreciation expense for the year ended June 30, 2020, is \$613,443.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 7 – NET DEFERRED PAY

The Charter provides elected certificated and classified employees who receive pay in the 11-month cycle the option to opt-in to deferred net pay plan. This allows elected employees to receive 12 paychecks during the year. The final check is not a payroll check, rather money that is withheld at 8.33% of net pay for all pay periods August 2019 through June 2020. As of June 30, 2020, the Charter had an obligation to pay deferred net pay of \$266,822, comprised of \$131,283 for Modesto and \$135,539 for Salida. Modesto acts as the trustee for Salida's net deferred pay. The obligation payable at June 30, 2020, is not recognized on Salida's Statement of Financial Position as it is satisfied by Modesto on Salida's behalf.

NOTE 8 – LONG TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2020, is shown below:

	Balance, July 1, 2019	Additions	Deductions	Balance, June 30, 2020	Amount Due in One Year
Mortgage note payable - Modesto	\$ 1,667,568	\$ -	\$ 131,135	\$ 1,536,433	\$ 138,091
Mortgage note payable - Salida	4,641,006	-	113,457	4,527,549	119,934
Totals	<u>\$ 6,308,574</u>	<u>\$ -</u>	<u>\$ 244,592</u>	<u>\$ 6,063,982</u>	<u>\$ 258,025</u>

A. Mortgage Note - Modesto

On May 14, 2010, Great Valley Academy completed the purchase of a building which it previously leased for its Modesto campus. The property was purchased for a price of \$3,250,000 from Modesto's Neighborhood Church. The agreement called for Great Valley Academy to carry a note payable to the Church in the amount of \$2,975,000. The terms of the note required monthly payments of \$17,512 beginning on June 14, 2010 and ending on May 14, 2015, including interest at a rate of 6.75%, and monthly payments of \$15,704 beginning on May 14, 2015 and ending on April 14, 2020, including interest at a rate of 8.0%.

On July 8, 2014, Great Valley Academy refinanced the mortgage note previously held with Modesto Neighborhood Church with the Bank of Stockton. The new mortgage note assumed is \$2,226,000 with monthly payments of \$17,672. The note matures on July 5, 2029 and bears a fixed rate of interest of 4.95%. At June 30, 2020, the total balance outstanding on the note was \$1,536,433. The amounts required to amortize the outstanding balance at June 30, 2020, are as follows:

Fiscal Year	Principal	Interest	Total
2020-21	\$ 138,091	\$ 73,970	\$ 212,061
2021-22	145,184	66,878	212,061
2022-23	152,640	59,421	212,061
2023-24	160,341	51,720	212,061
2024-25	168,714	43,347	212,061
2025-30	771,464	82,238	853,702
Total	<u>\$ 1,536,433</u>	<u>\$ 377,574</u>	<u>\$ 1,914,007</u>

GREAT VALLEY ACADEMY*Notes to the Combined Financial Statements**June 30, 2020*

NOTE 8 – LONG TERM LIABILITIES (continued)**B. Mortgage Note - Salida**

On June 30, 2016, Great Valley Academy assumed a mortgage note with the Bank of Stockton for \$4,900,000 for the purchase of property for its Salida school campus, which replaced the Manteca campus. The terms of the mortgage require interest-only payments through January, 2017; thereafter, payments are \$29,870 per month. The interest rate is 5.25% with note maturity expected at July, 2041. At June 30, 2020, the total balance outstanding on the note was \$4,527,549. The amounts required to amortize the outstanding balance at June 30, 2020, are as follows:

Fiscal Year	Principal	Interest	Total
2020-21	\$ 119,934	\$ 238,506	\$ 358,440
2021-22	126,476	231,964	358,440
2022-23	133,375	225,065	358,440
2023-24	140,049	218,391	358,440
2024-25	148,289	210,151	358,440
2025-30	871,405	920,794	1,792,199
2030-35	1,136,554	655,645	1,792,199
2035-40	1,482,324	309,875	1,792,199
2040-42	369,143	11,807	380,951
Total	<u>\$ 4,527,549</u>	<u>\$ 3,022,200</u>	<u>\$ 7,549,749</u>

NOTE 9 – NET ASSET CLASSIFICATION

Donor- restricted net assets at June 30, 2020 were comprised of the following amounts and restrictions:

Net assets with purpose restrictions:

Coronavirus Relief Fund	\$ (62,595)
Classified Professional Development Grant	7,502
SB 117: COVID-19 Relief	13,262
Low Performing Student Block Grant	<u>248,629</u>
Total	<u>\$ 206,798</u>

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and eligible classified employees may contribute to the Great Valley Academy 401(k) Plan and Trust. The Charter is a participant in the plans and its contributions to CalSTRS do not exceed 5% of total plan-level contributions.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The Charter contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2019, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/actuarial-financial-and-investor-information>.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP. The Charter contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.25%	10.205%
Required Employer Contribution Rate	17.10%	17.10%
Required State Contribution Rate	10.328%	10.328%

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 10 – EMPLOYEE RETIREMENT PLANS

A. California State Teachers' Retirement System (CalSTRS) (continued)

Contributions

Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers' share of the unfunded actuarial obligation of the DB Program.

The Charter's contributions to CalSTRS and required employer contribution rate for the last three fiscal years were as follows:

	Contribution			Required Contribution Rate
	Modesto	Salida	Combined	
2019-20	\$ 510,554	\$ 471,366	\$ 981,920	17.10%
2018-19	\$ 461,298	\$ 416,581	\$ 877,879	16.28%
2017-18	\$ 386,602	\$ 327,664	\$ 714,266	14.43%

On-Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Charter. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the Charter for its proportionate share of the State's on-behalf contributions is \$685,944.

B. 401(K) Plan

The Charter has established a 401K defined contribution retirement plan, whereby all eligible classified employees may elect to defer a portion of their salary into a separate retirement plan trust. Per the plan agreement, there is a requirement for the Charter to match employee salary elective deferrals up to 4.0%. For the year ending June 30, 2020, total employer contributions to the plan was \$90,246.

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 11 – OPERATING LEASES

The Charter has entered into various operating leases for the use of office space and office equipment.

A. Facility Operating Leases

In August 2015, the Great Valley Academy – Modesto entered into an operating lease agreement with Tully Manor Investments, LLC for office space for its homeschool program, located in Modesto, CA. Payments are required monthly and initial base rental fee was \$1,979 per month. In May 2020, the School entered into a new agreement to renew its lease at a base rental fee of \$5,589.60 per month. The lease is set to expire on June 30, 2025.

In December 2018, Great Valley Academy – Modesto entered into an operating lease agreement with Tully Manor Investments, LLC for a second office space for its homeschool program, located in Modesto, CA. Payments are required monthly and the initial base rental fee is \$1,297 per months for a 22-month term.

Future minimum payments due on the facilities operating leases are:

<u>Fiscal Year</u>	<u>Payments</u>
2020-21	\$ 74,926
2021-22	67,075
2022-23	67,075
2023-24	67,075
2024-25	67,075
Total	<u>\$ 343,226</u>

B. Office Equipment Operating Leases

In August 2015, Great Valley Academy – Modesto entered into an operating lease agreement with CIT Finance LLC for office equipment for its homeschool program, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$157 per month for a term of 60-months.

In October 2018, Great Valley Academy – Modesto entered into an operating lease agreement with CIT Bank, N.A. for additional office equipment for its main campus, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$396 per month for a term of 48-months.

In August 2019, Great Valley Academy – Modesto entered into an operating lease agreement with Wells Fargo bank for additional office equipment for its main campus, located in Modesto, CA. Payments are required monthly and initial base rental fee is \$266 per month for a term of 60 months.

Future minimum payments due on the facilities operating leases are:

<u>Fiscal Year</u>	<u>Payments</u>
2020-21	\$ 5,062
2021-22	4,748
2022-23	1,188
Total	<u>\$ 10,998</u>

GREAT VALLEY ACADEMY

Notes to the Combined Financial Statements

June 30, 2020

NOTE 12 – LINE OF CREDIT

The Charter maintains an agreement with the Bank of Stockton for a line of credit in the amount of \$1,000,000. The line of credit is secured by the Charter's assets. As of June 30, 2020, there was no balance owed on the line of credit. The line of credit carries an interest rate of 7.0% and requires monthly payments when balances are owed.

NOTE 13 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Funds

The Charter has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Impact of COVID-19

On March 13, 2020, a presidential emergency was declared due to the ongoing Coronavirus Disease 2019 (COVID-19) pandemic. The declaration made federal disaster assistance available through the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the State of California to supplement the local recovery efforts by the K-12 education community. On that same date, Governor Newsom issued Executive Order N-26-20, guaranteeing continued State funding, holding LEAs harmless from several regulations, and providing guidelines for LEAs to operate under a "distance learning" environment.

In response, the Charter announced the closing of all schools in mid-March. With nearly all schools in California shut down to stem the spread of COVID-19, officials statewide put in place plans to deliver "grab and go" meals with minimal contact between cafeteria staff, volunteers and families in need. In addition, the Charter worked to implement distance learning for all students for the remainder of the 2019-20 school year. A companion bill to Executive Order N-26-20, Senate Bill 117 changed the method used by the Charter to calculate average daily attendance (ADA) for both the P-2 and Annual period apportionment to include all full school months from July 1, 2019 to February 29, 2020. As events unfold and changes are made on a daily basis, the future impacts of COVID-19 on the Charter's operations are not fully known at this time.

NOTE 14 – JPA INFORMATION

The Great Valley Academy participates in a joint venture under a joint powers agreement (JPA) with Charter Safe. The Charter Safe JPA provides property and liability insurance and workers compensation coverage for its members. The JPA is governed by a board consisting of a representative from each member agency. The governing board controls the operations of the JPA independent of any influence by the member agencies beyond their representation on the governing board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPA.

GREAT VALLEY ACADEMY
Notes to the Combined Financial Statements
June 30, 2020

NOTE 14 – JPA INFORMATION (continued)

Condensed unaudited financial information for Charter Safe for the year ended June 30, 2020, is as follows:

	Charter Safe
Total Assets	\$ 32,797,313
Total Liabilities	23,196,967
Net Assets	<u>\$ 9,600,346</u>
Total Revenues	\$ 27,667,000
Cost of Sales	(23,539,232)
Total Expenses	<u>4,097,003</u>
Net Income (Loss)	<u>\$ 30,765</u>

NOTE 15 – SUBSEQUENT EVENTS

Events subsequent to June 30, 2020 have been evaluated through _____, 2020, the date at which the Charter's audited combined financial statements were available to be issued.

Economic Conditions

At the end of the first quarter of calendar year 2020, the United States and global economy suffered a major decline due to the impact of the COVID-19 virus. This economic decline may affect the School's operations and investment earnings for the remainder of calendar year 2020 and beyond. However, the potential impact to the School is unknown at this time.

Supplementary Information

DRAFT

GREAT VALLEY ACADEMY

Local Education Agency Organizational Structure

June 30, 2020

Great Valley Academy is comprised of two charters in Modesto and Salida.

The Great Valley Academy - Modesto (Charter No. 0985) was authorized as a California charter school in February 2008 by the Stanislaus County Office of Education. The Charter provides classroom and non-classroom-based instruction to students in kindergarten and grades 1-8, and is located in Modesto, California.

In 2016, Great Valley Academy – Salida (Charter No. 1819) was approved by the Salida Union Elementary School District and operates classroom-based instruction in kindergarten and grades 1-8. The Charter is located in Salida, which is in Stanislaus County, California.

BOARD OF DIRECTORS		
Member	Office	Term Expires
Steve Payne	President	June 2022
Yolanda Meraz	Vice President	June 2023
Susan Nisan	Secretary	June 2022
Twila Tosh	Salida Authorizing Agency Designee	August 2022
Vince Jamison	Board Member	June 2023
Chad Wolf	Board Member	June 2021

ADMINISTRATORS

Leah Silvestre Franklin,
Chief Executive Officer

Marisa Jacobson-Meeks,
Chief Operating Officer

Dr. Eldon Rosenow,
Founder

GREAT VALLEY ACADEMY
Combining Statement of Financial Position
June 30, 2020

	Great Valley Academy - Modesto	Great Valley Academy - Salida	Eliminating	Totals
ASSETS				
Current Assets:				
Cash	\$ 3,069,411	\$ 2,647,437	\$ -	\$ 5,716,848
Accounts receivable	1,649,116	941,756	-	2,590,872
Inventory	35,767	-	-	35,767
Other current assets	28,828	13,241	-	42,069
Total current assets	<u>4,783,122</u>	<u>3,602,434</u>	<u>-</u>	<u>8,385,556</u>
Non-current Assets:				
Investments	1,279,569	-	-	1,279,569
Intercompany receivable	23,910	-	(23,910)	-
Property and equipment:				
Non-depreciable assets	1,120,000	950,000	-	2,070,000
Depreciable assets	5,004,951	7,939,322	-	12,944,273
Less accumulated depreciation	(1,584,162)	(993,248)	-	(2,577,410)
Total property and equipment, net	<u>4,540,789</u>	<u>7,896,074</u>	<u>-</u>	<u>12,436,863</u>
Total non-current assets	<u>5,844,268</u>	<u>7,896,074</u>	<u>(23,910)</u>	<u>13,716,432</u>
Total Assets	<u>\$ 10,627,390</u>	<u>\$ 11,498,508</u>	<u>\$ (23,910)</u>	<u>\$ 22,101,988</u>
LIABILITIES AND NET ASSETS				
Liabilities				
Current Liabilities:				
Accounts payable	\$ 692,059	\$ 263,735	\$ -	\$ 955,794
Accrued payroll liabilities and benefits	139,926	72,474	-	212,400
Net deferred pay	266,822	-	-	266,822
Unearned revenues	6,064	6,157	-	12,221
Mortgage payable, current portion	138,091	119,934	-	258,025
Total current liabilities	<u>1,242,962</u>	<u>462,300</u>	<u>-</u>	<u>1,705,262</u>
Non-current Liabilities:				
Intercompany payable	-	23,910	(23,910)	-
Mortgage payable	1,398,342	4,407,615	-	5,805,957
Total non-current liabilities	<u>1,398,342</u>	<u>4,431,525</u>	<u>(23,910)</u>	<u>5,805,957</u>
Total liabilities	<u>2,641,304</u>	<u>4,893,825</u>	<u>(23,910)</u>	<u>7,511,219</u>
Net assets				
Without donor restrictions	7,874,034	6,509,937	-	14,383,971
With donor restrictions	112,052	94,746	-	206,798
Total net assets	<u>7,986,086</u>	<u>6,604,683</u>	<u>-</u>	<u>14,590,769</u>
Total Liabilities and Net Assets	<u>\$ 10,627,390</u>	<u>\$ 11,498,508</u>	<u>\$ (23,910)</u>	<u>\$ 22,101,988</u>

GREAT VALLEY ACADEMY
Combining Statement of Activities
For the Fiscal Year Ended June 30, 2020

	Great Valley Academy - Modesto	Great Valley Academy - Salida	Totals
REVENUES AND OTHER SUPPORT			
LCFF apportionment	\$ 5,497,286	\$ 6,123,074	\$ 11,620,360
Education Protection Account	736,899	170,188	907,087
In-lieu property tax transfers	1,648,999	1,144,889	2,793,888
Special education property tax transfers	134,323	127,773	262,096
Federal special education awards	135,342	105,596	240,938
Federal food program	264,413	201,630	466,043
State food program	37,545	32,006	69,551
Lottery	179,767	170,084	349,851
Other state sources	51,866	53,912	105,778
STRS on-behalf contribution	361,944	324,000	685,944
Local special education transfers	379,322	362,356	741,678
Other local revenues	507,384	333,122	840,506
Intercompany loan forgiveness	-	1,000,000	1,000,000
Total revenues and other support	9,935,090	10,148,630	20,083,720
EXPENSES			
Certificated salaries	3,113,106	2,922,534	6,035,640
Classified salaries	1,934,990	1,606,621	3,541,611
Employee benefits	1,800,207	1,597,020	3,397,227
Books and supplies	996,462	685,266	1,681,728
Services and other operating expenses	1,216,987	1,158,651	2,375,638
Depreciation	244,652	368,791	613,443
Other outgo	1,131,669	290,106	1,421,775
Total expenses	10,438,073	8,628,989	19,067,062
Change in net assets from operations	(502,983)	1,519,641	1,016,658
OTHER GAINS/(LOSSES)			
Investment income	28,180	1,144	29,324
Total other gains/(losses)	28,180	1,144	29,324
Change in net assets	(474,803)	1,520,785	1,045,982
NET ASSETS:			
Beginning of year	8,460,889	5,083,898	13,544,787
End of year	\$ 7,986,086	\$ 6,604,683	\$ 14,590,769

GREAT VALLEY ACADEMY
Combining Statement of Cash Flows
For the Fiscal Year Ended June 30, 2020

	Great Valley Academy - Modesto	Great Valley Academy - Salida	Totals
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in net assets	\$ (474,803)	\$ 1,520,785	\$ 1,045,982
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities:			
Depreciation expense	244,652	368,791	613,443
(Increase) decrease in operating assets:			
Accounts receivable	(1,107,066)	(552,230)	(1,659,296)
Intercompany receivable	1,224,766	-	1,224,766
Deposits	-	(12,341)	(12,341)
Prepaid expenses	2,595	-	2,595
Inventory	(35,767)	-	(35,767)
Other current assets	(28,828)	-	(28,828)
Increase (decrease) in operating liabilities:			
Accounts payable	332,141	30,318	362,459
Accrued payroll liabilities	12,848	17,085	29,933
Unearned revenue	(808)	2,555	1,747
Net deferred pay	16,564	-	16,564
Intercompany payable	-	(1,224,766)	(1,224,766)
Net cash provided (used) by operating activities	186,294	150,197	336,491
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of equipment, furniture and building improvements	(79,591)	(77,866)	(157,457)
Acquisition of investments	(522,525)	-	(522,525)
Net cash provided (used) by investing activities	(602,116)	(77,866)	(679,982)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments on Salida mortgage note	-	(113,457)	(113,457)
Payment on Modesto mortgage note	(131,135)	-	(131,135)
Net cash provided (used) by financing activities	(131,135)	(113,457)	(244,592)
Net increase (decrease) in cash	(546,957)	(41,126)	(588,083)
Cash:			
Beginning of year	3,616,368	2,688,563	6,304,931
End of year	\$ 3,069,411	\$ 2,647,437	\$ 5,716,848
SUPPLEMENTAL DISCLOSURE			
Interest paid	\$ 80,925	\$ 290,106	\$ 371,031

GREAT VALLEY ACADEMY
Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2020

GREAT VALLEY ACADEMY - MODESTO

	Second Period Report		Annual Report	
	Certificate No. F2530F91		Certificate No. 8CB05B94	
	Classroom- Based	Total Regular ADA	Classroom- Based	Total Regular ADA
Regular ADA:				
Kindergarten through Third	319.32	358.76	319.32	358.76
Fourth through Sixth	295.06	324.47	295.06	324.47
Seventh through Eighth	180.07	203.20	180.07	203.20
Total Regular ADA	794.45	886.43	794.45	886.43

GREAT VALLEY ACADEMY - SALIDA

	Second Period Report	Annual Report
	Certificate No. 13508F59	Certificate No. 5D723D1D
Regular ADA:		
Kindergarten through Third	382.43	382.43
Fourth through Sixth	283.58	283.58
Seventh through Eighth	184.91	184.91
Total Regular ADA	850.92	850.92

All average daily attendance is generated through classroom-based instruction at Great Valley Academy – Salida.

GREAT VALLEY ACADEMY*Schedule of Instructional Time**For the Fiscal Year Ended June 30, 2020*

GREAT VALLEY ACADEMY - MODESTO

Grade Level	Required	2019-20 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	36,785	181	Complied
Grade 1	50,400	58,530	181	Complied
Grade 2	50,400	58,530	181	Complied
Grade 3	50,400	58,530	181	Complied
Grade 4	54,000	60,340	181	Complied
Grade 5	54,000	60,340	181	Complied
Grade 6	54,000	60,340	181	Complied
Grade 7	54,000	60,340	181	Complied
Grade 8	54,000	60,340	181	Complied

GREAT VALLEY ACADEMY - SALIDA

Grade Level	Required	2019-20 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	36,590	181	Complied
Grade 1	50,400	58,920	181	Complied
Grade 2	50,400	58,920	181	Complied
Grade 3	50,400	58,920	181	Complied
Grade 4	54,000	58,920	181	Complied
Grade 5	54,000	58,920	181	Complied
Grade 6	54,000	58,920	181	Complied
Grade 7	54,000	58,920	181	Complied
Grade 8	54,000	58,920	181	Complied

GREAT VALLEY ACADEMY*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2020*

June 30, 2020, annual financial and budget report net assets	\$ 14,684,158
Adjustments and reclassifications:	
Depreciation expense - Modesto	<u>(93,389)</u>
Net adjustments and reclassification	<u>(93,389)</u>
June 30, 2020, audited financial statement net assets	<u><u>\$ 14,590,769</u></u>

GREAT VALLEY ACADEMY

Note to the Supplementary Information

June 30, 2020

NOTE 1 – PURPOSE OF SCHEDULES

Combined Statements of Financial Position, Activities, and Cash Flows

These statements present separate financial activity of both charter schools as of and for the fiscal year ended June 30, 2020.

Schedule of Average Daily Attendance (ADA)

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

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter and whether the Charter complied with the provisions of Education Code Sections 47612 and 47612.5. The instructional time presented in this schedule includes the days that the Charter was closed due to the COVID-19 pandemic.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance reported on the Unaudited Actual financial report to the audited financial statements.

Other Independent Auditors' Reports

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Great Valley Academy
Modesto, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of Great Valley Academy (a nonprofit organization), which comprise the combined statement of financial position as of June 30, 2020 and the related combined statements of activities, and cash flows for the fiscal year then ended, and the related notes to the combined financial statements, and have issued our report thereon dated _____, 2020.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Murrieta, California
_____, 2020

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Great Valley Academy
Modesto, California

Report on State Compliance

We have audited Great Valley Academy's compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Great Valley Academy's state government programs as noted on the following page for the fiscal year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Great Valley Academy's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Great Valley Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Great Valley Academy's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Charter's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable

Description	Procedures Performed
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Not Applicable

Unmodified Opinion on Compliance with State Programs

In our opinion, Great Valley Academy complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2020.

Murrieta, California
_____, 2020

Findings and Recommendations

GREAT VALLEY ACADEMY

Schedule of Audit Findings and Recommendations For the Fiscal Year Ended June 30, 2020

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

*The School expended less than \$750,000 in federal awards in 2019-20;
therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.*

State Awards

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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GREAT VALLEY ACADEMY

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

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

There were no financial statement findings in 2019-20.

GREAT VALLEY ACADEMY

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION III - FEDERAL AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

The Charter expended less than \$750,000 on federal awards in 2019-20, therefore, a Single Audit pursuant to OMB Uniform Guidance was not performed.

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GREAT VALLEY ACADEMY

Schedule of Audit Findings and Recommendations

For the Fiscal Year Ended June 30, 2020

SECTION IV - STATE AWARD FINDINGS AND RECOMMENDATIONS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or recommendations in 2019-20.

DRAFT

GREAT VALLEY ACADEMY

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-001: CALPADS Unduplicated Pupil Count</i>	<p>Supplemental and concentration grant amounts are calculated based on the percentage of “unduplicated pupils” enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:</p> <ul style="list-style-type: none">• Unduplicated count of pupils who (1) are English Learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b) (2) and 42238.02(b) (1)).• Divided by total enrollment in the LEA (EC sections 2574(b) (1) and 42238.02(b) (5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day. <p>Prior to the audit, the Charter notified the auditors that there was an error with the Charter’s nutrition Free & Reduced Priced Meals (FRPM) qualifying system causing FRPM students to be misclassified. During our testing of the students who were classified in the CALPADS 1.17 and 1.18 reports as eligible for free or reduced-price meals (FRPM) on Census Day, we noted 13 exceptions out of 20 sampled that were classified as eligible for FRPM, but did not have sufficient evidence to support the designation. In addition, we expanded our testing to include the remaining students that the Charter notified us that were misclassified and determined an additional 39 students at the Modesto campus and 37 students at the Salida campus who were classified as eligible for FRPM, but did not have sufficient evidence to support the designation.</p>	40000	We recommend that the Charter review the student nutrition system’s data integrity annually prior to the CALPADS data submission to ensure the accuracy classifications	Implemented.

GREAT VALLEY ACADEMY

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2020

Original Finding No.	Finding	Code	Recommendation	Current Status
<i>Finding 2019-002: Teacher Credentials</i>	<p>Per California Education Codes §44001, §44830(a), §44831 and §44253.1, any teacher that is assigned to teach a class in which one or more student (s) is (are) designated as English learners must be authorized to instruct Limited-English Proficient (LEP) pupils.</p> <p>It was noted that out of the nine teachers selected for teacher credential testing, one teacher with a valid teaching credential did not hold a valid certificate, permit, or other document authorizing the instruction of Limited-English Proficient (LEP) pupils. This included one teacher at the Salida site.</p>	71000	We recommend that the Charter verify that all certificated employees involved in the instruction of English learners have a valid authorization to teach LEP pupils.	Implemented.

**GREAT VALLEY ACADEMY
FORMAL RECORD OF ACTION**

The following is a formal record of action taken by the governing body of GREAT VALLEY ACADEMY (the "Company").

With respect to the GREAT VALLEY ACADEMY 401(K) PLAN AND TRUST (the "Plan"), the following resolutions are hereby adopted:

RESOLVED: That the Company has designated the following amounts as contributions to the Plan for the 6/30/2020 plan year:

Employer Matching Contributions	\$90,035.59
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RESOLVED FURTHER: That the appropriate officers of the Company be, and they hereby are, authorized and directed to pay such amounts on behalf of the Company when required by the Plan or regulation;

RESOLVED FURTHER: That the officers of the Company be, and they hereby are, authorized and directed to take any and all actions and execute and deliver such documents as they may deem necessary, appropriate or convenient to effect the foregoing resolutions including, without limitation, causing to be prepared and filed such reports documents or other information as may be required under applicable law.

Dated this _____ day of _____, 2020.

Secretary / Principal

Great Valley Academy Modesto
October 2020

	A Actual YTD Jul-Oct 20	B Revised Budget YTD Jul-Oct 20	C Estimated Balance of year Nov 20-Jun 21	D Revised Budget Balance of year Nov 20-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Aug-20	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	2,124,189	1,628,817	5,880,425	6,382,990	7,547,408	8,011,807	8,004,614
8100 · Federal Revenue	408,758	378,353	334,342	230,775	254,866	609,128	743,100
8300 · Other State Revenues	79,038	105,429	204,426	196,599	207,634	302,029	283,463
8600 · Other Local Revenue	30,465	86,067	101,123	249,133	417,200	335,200	131,588
8700 · Selpa	84,003	121,901	358,121	313,459	455,807	435,360	442,124
Total Income	2,726,453	2,320,567	6,878,437	7,372,957	8,882,916	9,693,524	9,604,890
Gross Profit	2,726,453	2,320,567	6,878,437	7,372,957	8,882,916	9,693,524	9,604,890
Expense							
1000 · Certificated Salaries	901,687	895,059	2,402,705	2,409,333	3,207,723	3,304,392	3,304,392
2000 · Classified Salaries	522,401	544,893	1,369,338	1,378,846	1,850,164	1,923,739	1,891,739
3000 · Employee Benefits	387,023	445,347	1,179,593	1,121,269	1,521,712	1,566,616	1,566,616
4000 · Books & Supplies	237,344	260,300	614,547	591,591	646,199	851,891	851,891
5000 · Services & Other Operating Exp	422,315	476,207	1,141,041	1,111,150	1,228,552	1,587,357	1,563,357
6000 · Capital Outlay	9,641	15,000	25,359	20,000	35,000	35,000	35,000
7430 · All Other Financing Uses	70,687	70,687	226,422	254,501	325,188	325,188	297,109
Total Expense	2,551,099	2,707,494	6,959,004	6,886,689	8,814,539	9,594,183	9,510,103
Net Ordinary Income	175,354	-386,927	-80,568	486,267	68,377	99,341	94,786

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,881,516.67	5,115,482.62	P1 5,033,478.65	4,839,820.39	4,865,754.86	4,401,328.84	3,894,154.48		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	136,371.03	136,371.03	136,371.03	0.00	1,215,969.91	4,545,701.00
EPA Funding	8012		0.00	417,679.00			417,679.00			417,679.00			0.00	417,679.00	1,670,716.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							72,491.00						66,707.00	139,198.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	31,351.00	196,251.40
LLMF Federal CR sec 110	8290			369,262.00										37,721.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	2,616.16	16,376.66
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550						14,945.21						0.00	0.00	14,945.21
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94									0.00	8,558.97
Uniform Sales	8638		1,089.01	(57.00)	13,845.00				5,000.00				122.99	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	0.00	44,596.38
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	0.00	66,991.69
Selpa	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.32	39,791.16	39,791.16	39,791.16	22,106.20	22,106.20	22,106.20	0.00	92,846.60	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	651,197.90	1,044,030.95	728,061.03	616,406.74	835,999.48	345,638.97	302,890.64	187,971.47	2,166,239.38	9,604,889.88
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	391,335.99	0.00	3,304,392.01
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	170,885.35	170,885.35	170,885.35	170,885.35	170,885.35	170,885.35	170,885.35	173,140.15	0.00	1,891,738.81
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	242,301.14	0.00	1,566,615.90
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	117,610.60	0.00	851,891.40
Services & Other Operating Expense	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	129,279.71	129,279.71	129,279.71	129,279.71	129,279.71	129,279.71	129,279.71	236,083.08	0.00	1,563,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,359.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	102,719.38	0.00	297,108.74
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,065.00	810,065.00	810,065.00	810,065.00	810,065.00	810,065.00	810,065.00	1,288,549.34	0.00	9,510,103.39
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(158,867.10)	233,965.95	(82,003.97)	(193,658.26)	25,934.48	(464,426.03)	(507,174.36)	(1,100,577.86)	2,166,239.38	94,786.49
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16										0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,881,516.67	5,115,482.62	5,033,478.65	4,839,820.39	4,865,754.86	4,401,328.84	3,894,154.48	2,793,576.62		

Great Valley Academy Salida
October 2020

	A Actual YTD Jul-Oct 20	B Revised Budget YTD Jul-Oct 20	C Actual Estimated Balance of year Nov 20-Jun 21	D Revised Budget Balance of year Nov 20-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	2,054,680	2,055,216	5,519,454	5,518,918	7,015,714	7,574,134	7,574,134
8100 • Federal Revenue	328,714	307,619	220,723	173,906	181,179	481,525	549,437
8300 • Other State Revenues	96,061	97,335	227,309	187,320	195,400	284,655	323,370
8600 • Other Local Revenue	2,123	86,800	29,000	229,950	371,750	316,750	31,123
8700 • SELPA	80,298	119,151	342,327	238,302	357,452	357,452	422,625
Total Income	2,561,876	2,666,120	6,338,813	6,348,396	8,121,496	9,014,516	8,900,689
Gross Profit	2,561,876	2,666,120	6,338,813	6,348,396	8,121,496	9,014,516	8,900,689
Expense							
1000 • Certificated Salaries	803,724	843,099	2,282,765	2,243,391	2,913,769	3,086,490	3,086,490
2000 • Classified Salaries	456,214	485,666	1,174,123	1,168,671	1,597,609	1,654,337	1,630,337
3000 • Employee Benefits	357,727	410,341	1,053,013	1,000,398	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	176,793	213,393	521,583	484,984	501,191	698,377	698,377
5000 • Services & Other Operating Exp	368,111	456,535	1,129,670	1,065,247	1,232,917	1,521,782	1,497,782
6000 • Capital Outlay	8,801	15,000	80,199	90,000	105,000	105,000	89,000
7430 • All Other Financing Uses	119,480	119,480	292,412	292,412	411,892	411,892	411,892
Total Expense	2,290,851	2,543,514	6,533,766	6,345,103	8,088,832	8,888,616	8,824,616
Net Ordinary Income	271,025	122,607	-194,953	3,293	32,664	125,900	76,073

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,568,060.99	3,561,352.43	3,614,335.87	3,305,887.86	2,987,667.58	2,565,459.29	2,100,502.68		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,900,664.42	6,125,997.00
EPA Funding	8012		0.00	42,547.00		42,547.00		42,547.00		44,054.00			0.00	41,040.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	160,284.67	80,142.33	80,142.33	80,142.33	80,142.33	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	23,908.80	147,912.26
LLMF Federal CR sec 110	8290			300,346.00										0.00	300,346.00
State Food Revenue	8520			2,367.25	0.00	997.56	997.56	997.56	997.56	997.56	997.56	997.56	997.56	1,995.12	12,342.85
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550						14,415.30						0.00	0.00	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										33,581.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561													41,696.06	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)									0.00	30,303.34
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	1,000.00	18,411.17
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	0.00	12,711.84
Selpa	8792	21,131.00	21,131.00	21,131.00	16,905.00	59,575.38	35,218.75	35,218.75	35,218.75	35,218.75	12,678.75	12,678.75	10,723.57	105,795.55	422,625.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	718,695.34	751,301.01	810,993.00	449,561.56	439,789.29	335,801.28	293,052.95	107,317.86	2,432,300.66	8,900,688.82
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	387,552.42	0.00	3,086,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	144,708.68	144,708.68	144,708.68	144,708.68	144,708.68	144,708.68	144,708.68	161,162.13	0.00	1,630,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	194,301.89	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	58,198.07	114,196.98	0.00	698,376.80
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	123,815.14	123,815.14	123,815.14	123,815.14	123,815.14	123,815.14	123,815.14	262,964.40	0.00	1,497,781.69
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	24,199.00	0.00	89,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	83,321.76	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	758,009.57	758,009.57	758,009.57	758,009.57	758,009.57	758,009.57	758,009.57	1,227,698.59	0.00	8,824,616.26
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	(39,314.23)	(6,708.56)	52,983.43	(308,448.01)	(318,220.28)	(422,208.28)	(464,956.61)	(1,120,380.72)	2,432,300.66	76,072.56
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	64,896.19									850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00									
Note Payable for Curriculum From Modesto (to Modesto)	\$ -														
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,568,060.99	3,561,352.43	3,614,335.87	3,305,887.86	2,987,667.58	2,565,459.29	2,100,502.68	980,121.96		

GREAT VALLEY ACADEMY
Special Meeting of the Board of Trustees
December 15, 2020 ~4:00pm via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/87119805779?pwd=Ry9ESlEzSk8wR3lQK25GdEFXRmExUT09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID 8719805779**. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

a. PUBLIC PARTICIPATION

c. ACTION ITEM

a. Approve return to school in distance learning model only-
January 5, 2021 through January 15, 2021

d. FUTURE AGENDA ITEM

a. **FUTURE REGULAR BOARD MEETINGS**— Monday January 25, 2021
~4:30pm via Zoom

e. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

**GREAT VALLEY ACADEMY
SPECIAL MEETING OF THE BOARD OF TRUSTEES
December 15, 2020**

MINUTES

Members Present: Steve Payne, Susan Nisan, Yolanda Meraz, Chad Wolf, Twila Tosh
(Ms. Tosh left meeting at 4:20pm)

Members Absent: Vince Jamison

Great Valley

Academy Staff Present: Leah Silvestre, Marisa Meeks, Kelli Rupe, Dr. Rosenow, Russ Howell,
Mike Ruehle, Christine Frost

Audience Present: Several parents and staff

Call to Order: Mr. Payne welcomed everyone and called the meeting to order.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Action Items: **ACTION ITEMS**

Prior to the vote, Mrs. Nisan suggested extending the holiday vacation by 4 days, through January 8th, then coming back in a distance learning model only from January 11 through January 15 with students returning to hybrid learning on Tuesday January 19th. The principals spoke about how the teachers would be affected and whether they thought it would be beneficial to the students. It was decided to add this option as Action Item b. to the agenda.

a. The motion was made by Mr. Payne, seconded by Mrs. Nisan for approval of a return to school in distance learning model only January 5, 2021-January 15, 2021. A roll call vote was taken.

AYES: Wolf

NOES: Tosh, Payne, Nisan, Meraz

ABSENT: Jamison

ABSTENTIONS: None

MINUTES

Special Meeting of the Board

December 15, 2020

P a g e | 2

b. The motion was made by Mrs. Nisan, seconded by Mr. Payne for approval of the extension of Winter Break through January 8th with distance learning model only through January 15th. Students would return to hybrid learning on Tuesday January 19th. A roll call vote was taken.

AYES: Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – January 25, 2021

~4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 4:33 pm

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
January 25, 2021 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/87148262926?pwd=RTZ5aGUwMk03Sk41U1I2TnpGN3pOZz09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 87148262926. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

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Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

- a. **CALL TO ORDER**
- b. **COMMUNICATIONS**
 - Letter of Appreciation
 - Annual audit letter from Nigro & Nigro
- c. **PUBLIC PARTICIPATION**
- d. **MODESTO PRINCIPAL REPORT**
- e. **SALIDA PRINCIPAL REPORT**
- f. **HOMESCHOOL PRINCIPAL REPORT**
- g. **CHIEF OPERATING OFFICER'S REPORT**
- h. **CHIEF EXECUTIVE OFFICER'S REPORT**
- i. **FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of November 20, 2020
- b. Approval of the Minutes of the Special Board Meeting of December 15, 2020

e. ACTION ITEMS

- a. Approval of Form 990
- b. Approval of Modesto Budget Revision
- c. Approval of Salida Budget Revision
- d. Approval of COVID Safety Plan

f. INFORMATION AND DISCUSSION

- a. Monthly Financials
- b. Form 700's

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – February 22, 2021

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Letter of Appreciation

January 5, 2021

We, the undersigned, wish to express our appreciation to Leah Silvestre Franklin and Marisa Meeks who are Great Valley Academy's Administrative Leadership team.

Recently, staff have received news of a change in the academic calendar that is extending Winter Break an additional week and then starting school with one week of distance learning for everyone. This is primarily a safety measure for students, parents, and staff following the Winter holidays. Secondly, this is providing an extended break for staff to rest and recharge in the middle of a school year that has been extremely challenging.

This strategic decision comes at a time when the Covid-19 pandemic is breaking new records of infections on a daily basis. As it poses increased risk to everyone at GVA, extending the break provides all families the opportunity to shelter in place, keep their families safe, and provide recuperation time.

Over the past two school years Leah and Marisa with their teams have completely re-thought, engaged, planned, purchased, and implemented school wide systems that provide a safe environment and procedures so that students may be educated, teachers may teach, and staff support one another.

During the past fourteen years the school has not faced such a pervasive and enduring challenge as it is now facing. We are grateful our Administrative Leadership team and Board of Directors are insync with classroom and school wide realities, are creative, and gracious in guiding the school forward.

GVA is facing the current challenges well and we believe we are stronger together.

Signatures are affixed below.

Cynthia Tanaka
Katie Wells
Emily Hays
Roop Renu

Erin Corvett
Lorena Maldonado
Stephanie Leight
Celise A. Kow

Letter of Appreciation

Janya Rasmussen

Cindy Lee

Tracey Lucas ♥

Bon Broedlow

Alme Muz

Bridget Wolf

Paige Souza

Daria Mused

Recha 11/1/15

Maureen Curtis

Daisy C. Sandoval

Liz Raven

Soma Daigle ♥

Donna Rohrer

Sara D. Moon

Amberlyt

Eden Emerson

Grace Gilham

Geurina Mora

Amanda Moffitt

Jaky Sosa

Dani Rango

Cheryl Parle

Kim Rolland

Lina Jurell

Sara A. Grands

Rachel Stafford

Brian Cotta

Naomi Sosa

Suzanne Bruce

John Julian

Yasene Perz

Paul Brn

E' Shauna Kato
Mress Canady
Pati Perez
Cheryl Medek
Janyer
Deja Lewis
Kim Dobias
Marta Leon Guerrero
Christine Trush

Signed by proxy:

Sallie Welch
Heidi Bass
Lacey Woods
Heather McKinsey
Kristi Sherman
Gwynn Walker
Brandi Sharer

John Misslbeck

Dear Father
Lindsey Brown
The Loudmire
Miranda Thomason

Thank you for
the extended
break! Thank
you for all you
have done to
take care of us
during this
crazy time!
-Giovanna
Thomason

December 3, 2020

To the Board of Directors
Great Valley Academy

We have audited the financial statements of Great Valley Academy for the year ended June 30, 2020. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards* as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated February 27, 2020. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Great Valley Academy are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2019-2020. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of capital asset depreciation is based on the expected useful life for assets being capitalized and as described in Note 1 to the financial statements. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole. This information is disclosed in Note 6 to the combined financial statements.

Management's estimate of the LCFF and In-Lieu Property Tax revenues are based on estimated State apportionment schedules and District property tax apportionments. We evaluated the key factors and assumptions used to develop the LCFF and In-Lieu Property Tax revenues in determining that they are reasonable in relation to the financial statements taken as a whole.

Management's estimate of the State Lottery revenues is based on estimated appropriations provided by the California Department of Education. We evaluated the key factors and assumptions used to develop the State Lottery revenues and the related accounts receivables in determining that it is reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 1, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

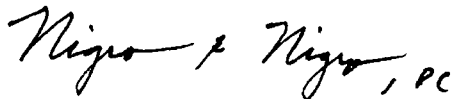
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Charter School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Great Valley Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

Great Valley Academy Modesto

Charter School Monthly Summary Report

January 25th, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Nov.17- Jan. 15]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	70	66.230	94.98%	69.090	97.18%
1	77	73.115	95.43%	75.863	96.55%
2	82	78.500	95.63%	80.568	97.33%
3	87	83.576	96.18	84.613	97.15%
4	70	65.307	92.78%	67.636	95.58%
5	93	87.769	94.57%	90.102	96.19%
6	102	96.076	94.76%	98.909	97.14%
7	91	89.384	98.22%	89.590	98.45%
8	87	83.038	95.95%	84.897	96.36%
Total	759	723.000	95.45%	741.272	96.91%

2. Key Accomplishments:

- Admin Grade level Team Meetings, weekly
- Continuation of distance learning processes
- high distance learning engagement
- Tech Equipment installed in all classrooms to allow for live streaming of lessons
- K-6 Hybrid Cohorts on Campus
- Finalizing all Classrooms with Tech Equipment
- Ruehle interview with Author
- Teacher trained on comfortability with tech equipment
- PJ day to celebrate going into Winter Break
- Safety Practices continue to be followed well

3. Upcoming Key Events/Activities:

- Awaiting Hybrid Start Date for 7-8
- NWEA Remote Testing
- Update to health policy to include mandatory masks for K-2
- virtual camp sea lab for 6th grade with Monterey Bay Aquarium Ed Dept.

Great Valley Academy Salida

Charter School Monthly Summary Report

January 25, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

*Monthly date range 01/11-01/15 **YTD date range 08/11/20-01/15/21

Grade	Enrollment	ADA	ADA %	YTD ADA	ADA %
K	87	84.80	97.47	87.02	96.47
1	83	80.40	96.86	82.72	97.71
2	94	89.40	95.10	92.20	97.33
3	91	88.80	97.58	89.84	97.91
4	89	88.40	99.32	88.44	98.76
5	88	85.60	97.27	87.42	97.50
6	90	87.00	96.66	88.80	97.48
7	82	79.60	97.07	81.00	95.69
8	91	86.20	94.72	90.15	95.37
Total	795	770.20	96.88	787.59	97.13

2. Key Accomplishments:

- a. K-6 students continue to successfully engage in hybrid model
- b. Revised January schedule well received by staff and families
- c. Health protocols continue to function well and limit exposure to students and staff
- d. Classroom tech upgrades complete
- e. Junior high social pages established
- f. Sibling enrollment process initiated

3. Upcoming Key Events/Activities:

- a. NWEA testing to commence
- b. Parent/teacher conferences to be held in February
- c. Enrollment season begins
- d. Junior high focused challenges to begin: goal is to increase student connection and enthusiasm while we wait for their return to campus

Great Valley Academy Homeschool

Charter School Monthly Summary Report

January 25, 2021

Reporting Dates: 10/27/2020-12/01/2020

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	15	16.59	99.72	14.31	97.66
1	14	13.27	100	14.37	99.21
2	12	12.59	99.28	12.01	99.17
3	12	12.18	98.52	13.41	98.32
4	10	9.36	100	9.82	99.71
5	12	12.13	99.62	11.65	99.63
6	7	6.95	99.35	7.78	99.63
7	11	10.31	99.56	10.82	99.60
8	6	6.04	97.79	5.78	94.18
Total	99	99.45	99.40	100	98.73

2. Key Accomplishments:

- a. December 1st – Homeschool Parent Orientation
- b. Weekly Enrichment Classes Via Zoom – Featuring Project Based Learning
- c. December 2nd – GVA Homeschool Parent Connection Zoom Meeting
- d. December 11th – Professional Development – Reading Intervention Program
- e. December 18th – AWR

3. Upcoming Key Events/Activities:

- a. January 25th – Remote NWEA Testing Begins
- b. January 29th – AWR Due Date

Chief Operating Officer's Report
January 25, 2021
Board Meeting



Process and Policy Updates

- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Injury & Illness Policy – In Progress
- ❖ Student and Employee Handbook Reviews – Spring 2021

Multi-Campus Responsibilities

- ❖ Mid-Year Budget Revision – Complete
- ❖ Launch New Attendance Connection Points – Complete
- ❖ Enrollment Season Marketing Initiatives – Complete
- ❖ Installation of Classroom Live Streaming Equipment – Complete
- ❖ Learning Loss Mitigation Spending Plan – Complete
- ❖ Evaluate Property and Liability Insurance Options for 21/22 – Ongoing
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Hybrid Schedule – Ongoing
- ❖ Chromebook Management – Ongoing
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Spring 2020
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ December 2020
 - ❑ 1,319 Users Visited (89.6% New/10.4% Returning)
 - ❑ 3,483 Page Views
 - ❑ Users Averaged 1:20 Minutes on the Site
 - ❑ 42.08% Mobile – 56.86% Desktop – 1.06% Tablet
 - ❑ Type: Organic 57.9% – Direct 36.8% – Referral 3.8% – Social 1.5%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ SSC Governor Budget Review – January 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ Charter Safe COVID Webinars – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing



Chief Executive Officer's Report
January 25, 2021
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Weekly SCOE Superintendent meetings

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process
- Development and implementation of staff mental health service provision
- Development and implementation of student/parent mental health service provision
- Coordination of staff vaccination access



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Ne teacher's aide added to staff
- Expanded into adjoining suite
- Chris is moving out of state, principal recruiting process will begin in March

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes



Founders Report
Great Valley Academy School Board
January, 25, 2021

Vision examinations for staff and on campus students are done on a weekly basis.

GVS is still in remote learning mode. Even though this is challenging, the GVS staff continues to have about a 75% student participation rate between the two campuses. We are coordinating schedules with teachers and other support staff to provide a great educational opportunity without undue stress on students or their families.

Staff trainings have continued with the GVS staff and Lindsey Duran, a teacher in Salida.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques used by classroom teachers for their students. They are also being adapted to train teachers in the importance of brain development.

Considering these unusual conditions, I feel things are going well.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
November 30, 2020

MINUTES

Members Present: Twila Tosh, Chad Wolf, Steve Payne, Susan Nisan, Yolanda Meraz

Members Absent: Vince Jamison

Great Valley

Academy Staff Present: Leah Silvester, Marisa Meeks, Kelli Rupe, Dr. Rosenow, Russell Howell, Mike Ruehle, Christine Frost

Audience Present: None

Call to Order/

Pledge of Allegiance: Mr. Payne welcomed everyone and led the Pledge of Allegiance.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Modesto Principal

Report: Mr. Ruehle spoke about looking for new ways, such as online chess club, to engage students, especially Jr. High students.

Salida Principal

Report: Mr. Howell talked about how the installation of additional monitors and flat screen tv's have made distance learning more effective and thanked all involved for making it happen.

Homeschool Principal

Report: Ms. Frost spoke about getting the new staff up to speed. She also said that they are looking at different options for the Winter Celebration and that there has been a lot of positive parent interest and brainstorming!

Chief Operating

Officer's Report: Mrs. Meeks gave an update on COVID tracking. Overall, parents have been very good about keeping us informed. Staff has done a great job asking questions and we are pleased with the heightened awareness.

MINUTES

Regular Meeting of the Board

November 30, 2020

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Chief Executive

Officer's Report:

Ms. Silvestre gave an update on COVID response. She said that people are being cautious and only one class has had to be closed. Systems are in place and protocols are well received and being followed.

Founder's Report:

Dr. Rosenow told the Board that learning videos and training continues.

Approval of Agenda/ Order of Agenda:

The motion was made by Mr. Wolf, seconded by Mrs. Meraz, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mrs. Tosh, seconded by Mr. Payne approving the consent agenda items. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Nisan, seconded by Mr. Wolf approving the LCFF Budget Overview for Parents (BOP)- Modesto. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

b. The motion was made by Mrs. Tosh, seconded by Mr. Wolf approving the LCFF Budget Overview for Parents (BOP)- Salida. A roll call vote was taken.

MINUTES

Regular Meeting of the Board

November 30, 2020

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AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

c. The motion was made by Mrs. Meraz, seconded by Mr. Payne approving the Modesto 2019/2020 Audit. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

The motion was made by Mr. Wolf, seconded by Mr. Payne approving the Salida 2019/2020 Audit. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

The motion was made by Mrs. Tosh, seconded by Mr. Wolf approving the 401(k) Formal Record of Action. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Information and Discussion:

Monthly Financials

Both campuses continue to have positive cash flow.

Future Agenda Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – January 25, 2021

~4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 5:03 pm

**GREAT VALLEY ACADEMY
SPECIAL MEETING OF THE BOARD OF TRUSTEES
December 15, 2020**

MINUTES

Members Present: Steve Payne, Susan Nisan, Yolanda Meraz, Chad Wolf, Twila Tosh
(Ms. Tosh left meeting at 4:20pm)

Members Absent: Vince Jamison

Great Valley

Academy Staff Present: Leah Silvestre, Marisa Meeks, Kelli Rupe, Dr. Rosenow, Russ Howell,
Mike Ruehle, Christine Frost

Audience Present: Several parents and staff

Call to Order: Mr. Payne welcomed everyone and called the meeting to order.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Action Items: **ACTION ITEMS**

Prior to the vote, Mrs. Nisan suggested extending the holiday vacation by 4 days, through January 8th, then coming back in a distance learning model only from January 11 through January 15 with students returning to hybrid learning on Tuesday January 19th. The principals spoke about how the teachers would be affected and whether they thought it would be beneficial to the students. It was decided to add this option as Action Item b. to the agenda.

a. The motion was made by Mr. Payne, seconded by Mrs. Nisan for approval of a return to school in distance learning model only January 5, 2021-January 15, 2021. A roll call vote was taken.

AYES: Wolf

NOES: Tosh, Payne, Nisan, Meraz

ABSENT: Jamison

ABSTENTIONS: None

MINUTES

Special Meeting of the Board

December 15, 2020

P a g e | 2

b. The motion was made by Mrs. Nisan, seconded by Mr. Payne for approval of the extension of Winter Break through January 8th with distance learning model only through January 15th. Students would return to hybrid learning on Tuesday January 19th. A roll call vote was taken.

AYES: Wolf, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – January 25, 2021

~4:30 pm via Zoom

Adjournment:

The meeting was adjourned at 4:33 pm

Return of Organization Exempt From Income Tax
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019**Open to Public Inspection****A** For the 2019 calendar year, or tax year beginning 7/01, 2019, and ending 6/30, 2020**B** Check if applicable:

- ☐ Address change
☐ Name change
☐ Initial return
☐ Final return/terminated
☐ Amended return
☐ Application pending

C
GREAT VALLEY ACADEMY, INC.
3200 TULLY ROAD
MODESTO, CA 95350**D** Employer identification number

61-1506412

E Telephone number

(209) 576-2283

G Gross receipts \$ 19,113,044.**F** Name and address of principal officer:

SAME AS C ABOVE

H(a) Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: ▶ WWW.GREATVALLEYACADEMY.COM**H(c)** Group exemption number ▶**K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶**L** Year of formation: 2008**M** State of legal domicile: CA**Part I Summary**

Activities & Governance	1	Briefly describe the organization's mission or most significant activities:	GREAT VALLEY ACADEMIES CREATE A SAFE, LOVED, LEARNING ENVIRONMENT WHERE ALL STUDENTS DEVELOP FOUNDATIONAL THINKING SKILLS AND POSITIVE CHARACTER TRAITS TO ACHIEVE THEIR GREATEST POTENTIAL.	
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	6
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	307
	6	Total number of volunteers (estimate if necessary)	6	200
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
7b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.	
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9	Program service revenue (Part VIII, line 2g)	18,110,120.	18,248,214.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	598,221.	695,935.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	10,720.	29,324.
	12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	127,346.	102,194.
	12		18,846,407.	19,075,667.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	12,257,707.	12,974,478.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	4,553,725.	5,055,207.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	16,811,432.	18,029,685.
19	Revenue less expenses. Subtract line 18 from line 12	2,034,975.	1,045,982.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26)	20,889,895.	22,101,988.
	21		7,345,108.	7,511,219.
22	Net assets or fund balances. Subtract line 21 from line 20	13,544,787.	14,590,769.	

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date			
	STEVE PAYNE	PRESIDENT			
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	ELIZABETH NIGRO, CPA	ELIZABETH NIGRO, CPA			P00222251
	Firm's name	NIGRO & NIGRO PC			Firm's EIN
	Firm's address	25220 HANCOCK AVE STE 400 MURRIETA, CA 92562			30-0636241
				Phone no.	(951) 698-8783

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Part III Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III ☐**1** Briefly describe the organization's mission:

GREAT VALLEY ACADEMIES CREATE A SAFE, LOVED, LEARNING ENVIRONMENT WHERE ALL STUDENTS DEVELOP FOUNDATIONAL THINKING SKILLS AND POSITIVE CHARACTER TRAITS TO ACHIEVE THEIR GREATEST POTENTIAL.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.**4a** (Code:) (Expenses \$ 14,851,218. including grants of \$) (Revenue \$)

THE ORGANIZATION PROVIDES CLASSROOM BASED INSTRUCTION TO STUDENTS IN GRADES KINDERGARTEN THROUGH 8TH GRADE. THE ORGANIZATION'S INQUIRY-BASED CURRICULUM WILL HELP STUDENTS BECOME SELF-MOTIVATED AND COMPETENT LIFE-LONG LEARNERS WHO ARE CRITICAL THINKERS, DEMONSTRATING CONFIDENCE AND CREATIVITY.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4c** (Code:) (Expenses \$ including grants of \$) (Revenue \$)**4d** Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ► 14,851,218.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If 'Yes,' complete Schedule A	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If 'Yes,' complete Schedule C, Part I		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If 'Yes,' complete Schedule C, Part II		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If 'Yes,' complete Schedule C, Part III		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If 'Yes,' complete Schedule D, Part I		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If 'Yes,' complete Schedule D, Part II		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If 'Yes,' complete Schedule D, Part III		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X, or provide credit counseling, debt management, credit repair, or debt negotiation services? If 'Yes,' complete Schedule D, Part IV		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? If 'Yes,' complete Schedule D, Part V		X
11 If the organization's answer to any of the following questions is 'Yes,' then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If 'Yes,' complete Schedule D, Part VI	X	
b Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VII		X
c Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part VIII		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? If 'Yes,' complete Schedule D, Part IX		X
e Did the organization report an amount for other liabilities in Part X, line 25? If 'Yes,' complete Schedule D, Part X	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If 'Yes,' complete Schedule D, Part X	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? If 'Yes,' complete Schedule D, Parts XI and XII	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If 'Yes,' complete Schedule E	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If 'Yes,' complete Schedule F, Parts I and IV		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? If 'Yes,' complete Schedule F, Parts II and IV		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? If 'Yes,' complete Schedule F, Parts III and IV		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If 'Yes,' complete Schedule G, Part I (see instructions)		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If 'Yes,' complete Schedule G, Part II	X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If 'Yes,' complete Schedule G, Part III		X
20a Did the organization operate one or more hospital facilities? If 'Yes,' complete Schedule H		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? If 'Yes,' complete Schedule I, Parts I and II		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
24d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
25b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
b A family member of any individual described in line 28a? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V. ☐

	Yes	No
1 a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable.		
1 b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable.		
1 c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. 2a 307		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns? 2b	X	
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year? 3a		X
b If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation on Schedule O. 3b		
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? 4a		X
b If 'Yes,' enter the name of the foreign country ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? 5a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? 5b		X
c If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? 5c		
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? 6a		X
b If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? 6b		
7 Organizations that may receive deductible contributions under section 170(c).		
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? 7a		X
b If 'Yes,' did the organization notify the donor of the value of the goods or services provided? 7b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? 7c		X
d If 'Yes,' indicate the number of Forms 8282 filed during the year. 7d		
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? 7e		X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? 7f		X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? 7g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? 7h		
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? 8		
9 Sponsoring organizations maintaining donor advised funds.		
a Did the sponsoring organization make any taxable distributions under section 4966? 9a		
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? 9b		
10 Section 501(c)(7) organizations. Enter:		
a Initiation fees and capital contributions included on Part VIII, line 12. 10a		
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. 10b		
11 Section 501(c)(12) organizations. Enter:		
a Gross income from members or shareholders. 11a		
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b		
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12a		
b If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. 12b		
13 Section 501(c)(29) qualified nonprofit health insurance issuers.		
a Is the organization licensed to issue qualified health plans in more than one state? 13a		
Note: See the instructions for additional information the organization must report on Schedule O.		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. 13b		
c Enter the amount of reserves on hand 13c		
14a Did the organization receive any payments for indoor tanning services during the tax year? 14a		X
b If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation on Schedule O. 14b		
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? 15		X
If 'Yes,' see instructions and file Form 4720, Schedule N.		
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? 16		X
If 'Yes,' complete Form 4720, Schedule O.		

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.Check if Schedule O contains a response or note to any line in this Part VI. ☒ X**Section A. Governing Body and Management**

	Yes	No
1 a Enter the number of voting members of the governing body at the end of the tax year. 1 a 6		
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
b Enter the number of voting members included on line 1a, above, who are independent. 1 b 6		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2		X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person? 3		X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4		X
5 Did the organization become aware during the year of a significant diversion of the organization's assets? 5		X
6 Did the organization have members or stockholders? 6		X
7 a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7 a		X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7 b		X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a The governing body? 8 a	X	
b Each committee with authority to act on behalf of the governing body? 8 b	X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses on Schedule O. 9		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10 a Did the organization have local chapters, branches, or affiliates? 10 a		X
b If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10 b		
11 a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11 a	X	
b Describe in Schedule O the process, if any, used by the organization to review this Form 990. SEE SCHEDULE O		
12 a Did the organization have a written conflict of interest policy? If 'No,' go to line 13. 12 a	X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12 b	X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done. SEE SCHEDULE O 12 c	X	
13 Did the organization have a written whistleblower policy? 13	X	
14 Did the organization have a written document retention and destruction policy? 14	X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official. SEE SCHEDULE O. 15 a	X	
b Other officers or key employees of the organization. SEE SCHEDULE O. 15 b	X	
If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		
16 a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16 a		X
b If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16 b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. SEE SCHEDULE O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ▶

SUSAN COOPER 3200 TULLY ROAD MODESTO CA 95350 (209) 576-2283

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent ContractorsCheck if Schedule O contains a response or note to any line in this Part VII. ☐**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees****1 a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) LEAH SILVESTRE FRANKLIN CEO	40 0			X				164,143.	0.	17,118.
(2) ELDON ROSENOW FOUNDER	40 0				X			166,183.	0.	8,398.
(3) RUSSEL HOWELL PRINCIPAL	40 0					X		119,200.	0.	32,781.
(4) MICHAEL RUEHLE PRINCIPAL	40 0					X		113,600.	0.	31,808.
(5) CHRISTINE FROST PRINCIPAL	40 0					X		102,470.	0.	34,453.
(6) MARISA JACOBSON-MEEKS COO	40 0			X				97,250.	0.	11,810.
(7) CHAD WOLF MEMBER	1 0	X						0.	0.	0.
(8) TWILA TOSH DESIGNEE	1 0	X						0.	0.	0.
(9) SUSAN NISAN SECRETARY	1 0	X		X				0.	0.	0.
(10) YOLANDA MERAZ VICE PRESIDENT	1 0	X		X				0.	0.	0.
(11) VINCE JAMISON MEMBER	1 0	X						0.	0.	0.
(12) STEVE PAYNE PRESIDENT	1 0			X				0.	0.	0.
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) _____	_____									
(16) _____	_____									
(17) _____	_____									
(18) _____	_____									
(19) _____	_____									
(20) _____	_____									
(21) _____	_____									
(22) _____	_____									
(23) _____	_____									
(24) _____	_____									
(25) _____	_____									

1 b Subtotal 762,846. 0. 136,368.

c Total from continuation sheets to Part VII, Section A 0. 0. 0.

d Total (add lines 1b and 1c) 762,846. 0. 136,368.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 5

3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual.*

	Yes	No
3		X

4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? *If 'Yes,' complete Schedule J for such individual.*

4	X	
----------	---	--

5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person.*

5		X
----------	--	---

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
REVOLUTION FOODS PO BOX 742759 LOS ANGELES, CA 90074	LUNCH PROGRAM FOOD	490,800.
RJ INC 1016 RENO AVE, STE C MODESTO, CA 95351	CARPET/FLOOD REPAIRS	137,010.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 2

Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a					
	b Membership dues	1 b					
	c Fundraising events	1 c					
	d Related organizations	1 d					
	e Government grants (contributions)	1 e 18,243,214.					
	f All other contributions, gifts, grants, and similar amounts not included above ...	1 f 5,000.					
	g Noncash contributions included in lines 1a-1f.	1 g					
	h Total. Add lines 1a-1f		18,248,214.				
Program Service Revenue	Business Code						
	2 a <u>CHILDCARE FEES</u>		403,823.	403,823.			
	b <u>OTHER PROGRAM REVENUE</u>		181,445.	181,445.			
	c <u>UNIFORMS</u>		58,662.	58,662.			
	d <u>CHILD NUTRITION</u>		52,005.	52,005.			
	e _____						
	f All other program service revenue ...						
g Total. Add lines 2a-2f		695,935.					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		29,324.			29,324.	
	4 Income from investment of tax-exempt bond proceeds..						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		6 a					
		b Less: rental expenses	6 b				
	c Rental income or (loss)	6 c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		7 a					
		b Less: cost or other basis and sales expenses	7 b				
	c Gain or (loss)	7 c					
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18						
		8 a 139,571.					
		b Less: direct expenses	8 b 37,377.				
	c Net income or (loss) from fundraising events		102,194.			102,194.	
9 a Gross income from gaming activities. See Part IV, line 19							
	9 a						
	b Less: direct expenses	9 b					
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less							
	10 a						
	b Less: cost of goods sold. ...	10 b					
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	Business Code						
	11 a _____						
	b _____						
	c _____						
	d All other revenue						
e Total. Add lines 11a-11d							
12 Total revenue. See instructions			19,075,667.	695,935.	0.	131,518.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	464,902.	0.	464,902.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.	9,149,675.	8,354,794.	794,881.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions).	1,742,062.	1,720,748.	21,314.	
9 Other employee benefits.	1,278,105.	1,059,074.	219,031.	
10 Payroll taxes.	339,734.	254,184.	85,550.	
11 Fees for services (nonemployees):				
a Management.				
b Legal.	24,940.		24,940.	
c Accounting.	26,456.		26,456.	
d Lobbying.				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees.				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	1,278,341.	1,060,513.	217,828.	
12 Advertising and promotion.	15,000.	300.	14,700.	
13 Office expenses.				
14 Information technology.				
15 Royalties.				
16 Occupancy.	44,579.	2,135.	42,444.	
17 Travel.	123,828.	93,671.	30,157.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.	421,775.		421,775.	
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.	613,443.	609,017.	4,426.	
23 Insurance.	169,850.		169,850.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a BOOKS AND SUPPLIES	831,347.	794,132.	37,215.	
b FOOD PROGRAM	508,004.	501,677.	6,327.	
c REPAIRS & MAINT	247,335.	32,015.	215,320.	
d UTILITIES	232,370.		232,370.	
e All other expenses.	517,939.	368,958.	148,981.	
25 Total functional expenses. Add lines 1 through 24e.	18,029,685.	14,851,218.	3,178,467.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X. ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash — non-interest-bearing	4,874,558.	1	5,716,848.
	2 Savings and temporary cash investments	2,187,417.	2	1,279,569.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	931,576.	4	2,590,872.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	3,495.	9	42,069.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 15,014,273.		
	b Less: accumulated depreciation	10b 2,577,410.		
		12,892,849.	10c	12,436,863.
	11 Investments — publicly traded securities		11	
	12 Investments — other securities. See Part IV, line 11		12	
	13 Investments — program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
15 Other assets. See Part IV, line 11		15	35,767.	
16 Total assets. Add lines 1 through 15 (must equal line 33)	20,889,895.	16	22,101,988.	
Liabilities	17 Accounts payable and accrued expenses	593,335.	17	955,794.
	18 Grants payable		18	
	19 Deferred revenue	10,474.	19	12,221.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties	6,308,574.	23	6,063,982.
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	432,725.	25	479,222.
	26 Total liabilities. Add lines 17 through 25	7,345,108.	26	7,511,219.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	13,143,666.	27	14,383,971.
	28 Net assets with donor restrictions	401,121.	28	206,798.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	13,544,787.	32	14,590,769.
	33 Total liabilities and net assets/fund balances	20,889,895.	33	22,101,988.

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI. ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	19,075,667.
2	Total expenses (must equal Part IX, column (A), line 25)	2	18,029,685.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,045,982.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	13,544,787.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	14,590,769.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII. ☐

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____		
If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:		
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
b Were the organization's financial statements audited by an independent accountant?	X	
If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:		
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
c If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?		X
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
b If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

**Open to Public
Inspection**

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 ☒ A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 ☐ An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations: _____
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f)).	14	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	%
16a 33-1/3% support test—2019. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 33-1/3% support test—2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and stop here. Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
6 Total. Add lines 1 through 5. ...						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975. ...						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**. ▶ ☐**Section C. Computation of Public Support Percentage**

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f)).	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f)).	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17.	18	%

19a 33-1/3% support tests—2019. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization. ▶ ☐**b 33-1/3% support tests—2018.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization. ▶ ☐**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions. ▶ ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If 'Yes,' answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If 'Yes,' describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ('foreign supported organization')? If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If 'Yes,' provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If 'Yes,' provide detail in Part VI .		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If 'Yes,' provide detail in Part VI .		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If 'Yes,' provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If 'Yes,' answer 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? If 'Yes' to a, b, or c, provide detail in Part VI .	11c	

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.	2	

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).	1	

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If 'Yes,' then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If 'Yes,' explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.	2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .	3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If 'Yes,' describe in Part VI the role played by the organization in this regard.	3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

BAA

Schedule A (Form 990 or 990-EZ) 2019

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**Section D – Distributions**

	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)

	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

BAA

Schedule A (Form 990 or 990-EZ) 2019

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

COPY

Schedule B**(Form 990, 990-EZ,
or 990-PF)**Department of the Treasury
Internal Revenue Service**Schedule of Contributors**▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Organization type (check one):**Filers of:****Section:**

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

Form 990-PF

☐ 527 political organization☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization GREAT VALLEY ACADEMY, INC.	Employer identification number 61-1506412
---	---

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814-5901	\$ 13,738,571.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	STANISLAUS COUNTY OFFICE OF EDUCATI 1100 H STREET MODESTO, CA 95354-2338	\$ 2,390,677.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	SALIDA UNION ELEMENTARY SCHOOL DIST 4801 SISK ROAD SALIDA, CA 95368-9226	\$ 1,144,889.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	YOUTH LITERACY GRANT 100 MISSION RIDGE GOODLETTSVILLE, TN 37072	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor.** Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) \$ N/A
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Financial Statements

► **Complete if the organization answered 'Yes' on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
► **Attach to Form 990.**

► **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2019

**Open to Public
Inspection**

Employer identification number

GREAT VALLEY ACADEMY, INC.

61-1506412

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?		
<input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (for example, recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2 a
b Total acreage restricted by conservation easements	2 b
c Number of conservation easements on a certified historic structure included in (a)	2 c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2 d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ► \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1 a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1. ► \$

(ii) Assets included in Form 990, Part X. ► \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1. ► \$

b Assets included in Form 990, Part X. ► \$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition

d ☐ Loan or exchange program

b ☐ Scholarly research

e ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance.....	1 c
d Additions during the year.....	1 d
e Distributions during the year.....	1 e
f Ending balance.....	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII. ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance.....					
b Contributions.....					
c Net investment earnings, gains, and losses.....					
d Grants or scholarships.....					
e Other expenditures for facilities and programs.....					
f Administrative expenses.....					
g End of year balance.....					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ▶ _____ %

b Permanent endowment ▶ _____ %

c Term endowment ▶ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations..... **3a(i)** ☐ Yes ☐ No

(ii) Related organizations..... **3a(ii)** ☐ Yes ☐ No

b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R? **3b** ☐ Yes ☐ No

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land.....		2,070,000.		2,070,000.
b Buildings.....		6,450,104.	1,102,363.	5,347,741.
c Leasehold improvements.....		6,023,762.	1,275,635.	4,748,127.
d Equipment.....		470,407.	199,412.	270,995.
e Other.....				
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.).....				12,436,863.

BAA

Schedule D (Form 990) 2019

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives.....		
(2) Closely held equity interests.....		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.) .. ▶		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.) .. ▶		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.) .. ▶	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) ACCRUED PAYROLL & BENEFITS	212,400.
(3) NET DEFERRED PAY	266,822.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.) .. ▶	479,222.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. **SEE PART XIII.** ☒

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	20,113,044.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.) SEE PART XIII	2d	1,037,377.
e	Add lines 2a through 2d	2e	1,037,377.
3	Subtract line 2e from line 1	3	19,075,667.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b.	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	19,075,667.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	19,067,062.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.) SEE PART XIII	2d	1,037,377.
e	Add lines 2a through 2d	2e	1,037,377.
3	Subtract line 2e from line 1	3	18,029,685.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b.	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	18,029,685.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X - FASB ASC 740 FOOTNOTE

THE CHARTER IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES FOR ITS PRIMARY ACTIVITY. HOWEVER, THE CHARTER ALSO CONDUCTS UNRELATED CONSULTING ACTIVITIES FOR WHICH UNRELATED BUSINESS INCOME IS GENERATED. AS A RESULT, THIS INCOME IS TAXABLE, HOWEVER, MANAGEMENT BELIEVES THAT NO MATERIAL INCOME TAX LIABILITY WILL ARISE FOR THIS FISCAL YEAR, AND THEREFORE, NO PROVISION HAS BEEN MADE

BAA

Schedule D (Form 990) 2019

Part XIII Supplemental Information (continued)**PART X - FASB ASC 740 FOOTNOTE (CONTINUED)**

FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED.

SCHEDULE D, PART XI, LINE 2D**OTHER REVENUE INCLUDED IN F/S BUT NOT INCLUDED ON FORM 990**

DIRECT FUNDRAISING EXPENSE	\$	37,377.
INTERCOMPANY LOAN FORGIVENESS		1,000,000.
TOTAL	\$	<u>1,037,377.</u>

SCHEDULE D, PART XII, LINE 2D**OTHER EXPENSES AND LOSSES PER AUDITED F/S**

DIRECT FUNDRAISING EXPENSE	\$	37,377.
INTERCOMPANY LOAN FORGIVENESS		1,000,000.
TOTAL	\$	<u>1,037,377.</u>

COPY

SCHEDULE E
(Form 990 or 990-EZ)Department of the Treasury
Internal Revenue Service**Schools**

- **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019**Open to Public Inspection**

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II.	X	
<u>ALL MATERIALS FOR PROMOTION AND ENROLLMENT CONTAIN NON-DISCRIMINATION STATEMENTS.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.		
<u>THE SCHOOL IS A PUBLIC CHARTER SCHOOL. THERE IS NO TUITION SO SCHOLARSHIPS AND FINANCIAL ASSISTANCE ARE NOT APPLICABLE.</u>		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II.	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

COPY

SCHEDULE G
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered 'Yes' on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part I

Fundraising Activities. Complete if the organization answered 'Yes' on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

a ☒ Mail solicitations

b ☒ Internet and email solicitations

c ☐ Phone solicitations

d ☒ In-person solicitations

e ☒ Solicitation of non-government grants

f ☒ Solicitation of government grants

g ☒ Special fundraising events

2a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? ☐ Yes ☒ No

b If 'Yes,' list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in column (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total.....▶						0.

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

CA

Part II Fundraising Events. Complete if the organization answered 'Yes' on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

REVENUE		(a) Event #1 JOG-A-THON (event type)	(b) Event #2 PIE SALES (event type)	(c) Other events 2 (total number)	(d) Total events (add column (a) through column (c))
	1 Gross receipts	111,319.	14,215.	14,037.	139,571.
	2 Less: Contributions				
	3 Gross income (line 1 minus line 2)	111,319.	14,215.	14,037.	139,571.
DIRECT EXPENSES	4 Cash prizes	1,985.			1,985.
	5 Noncash prizes				
	6 Rent/facility costs				
	7 Food and beverages		8,295.	4,748.	13,043.
	8 Entertainment				
	9 Other direct expenses	16,576.		5,773.	22,349.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				37,377.
	11 Net income summary. Subtract line 10 from line 3, column (d)				102,194.

Part III Gaming. Complete if the organization answered 'Yes' on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

REVENUE		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add column (a) through column (c))
DIRECT EXPENSES	1 Gross revenue				
	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	
	7 Direct expense summary. Add lines 2 through 5 in column (d)				
	8 Net gaming income summary. Subtract line 7 from line 1, column (d)				

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? ☐ Yes ☐ No

b If 'No,' explain: _____

10 a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? ☐ Yes ☐ No

b If 'Yes,' explain: _____

- 11 Does the organization conduct gaming activities with nonmembers? ☐ Yes ☐ No
- 12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? ☐ Yes ☐ No
- 13 Indicate the percentage of gaming activity conducted in:
- | | | |
|-------------------------------|-----|---|
| a The organization's facility | 13a | % |
| b An outside facility | 13b | % |
- 14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name ▶ _____

Address ▶ _____

- 15a Does the organization have a contract with a third party from whom the organization receives gaming revenue? ☐ Yes ☐ No
- b If 'Yes,' enter the amount of gaming revenue received by the organization ▶ \$ _____ and the amount of gaming revenue retained by the third party ▶ \$ _____
- c If 'Yes,' enter name and address of the third party:

Name ▶ _____

Address ▶ _____

16 Gaming manager information:

Name ▶ _____

Gaming manager compensation ▶ \$ _____

Description of services provided ▶ _____

☐ Director/officer

☐ Employee

☐ Independent contractor

17 Mandatory distributions:

- a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? ☐ Yes ☐ No
- b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

**Open to Public
Inspection**

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part I Questions Regarding Compensation

1 a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

☐ First-class or charter travel

☐ Housing allowance or residence for personal use

☐ Travel for companions

☐ Payments for business use of personal residence

☐ Tax indemnification and gross-up payments

☐ Health or social club dues or initiation fees

☐ Discretionary spending account

☐ Personal services (such as maid, chauffeur, chef)

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain.

1 b

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

2

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

☐ Compensation committee

☒ Written employment contract

☐ Independent compensation consultant

☒ Compensation survey or study

☐ Form 990 of other organizations

☒ Approval by the board or compensation committee

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

a Receive a severance payment or change-of-control payment?

4 a

X

b Participate in, or receive payment from, a supplemental nonqualified retirement plan?

4 b

X

c Participate in, or receive payment from, an equity-based compensation arrangement?

4 c

X

If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

a The organization?

5 a

X

b Any related organization?

5 b

X

If 'Yes' on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

a The organization?

6 a

X

b Any related organization?

6 b

X

If 'Yes' on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III.

7

X

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)?
If 'Yes,' describe in Part III.

8

X

9 If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

9

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2019

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1	LEAH SILVESTRE FRANKLIN CEO	(i) 164,143.	(ii) 0.	(iii) 0.	6,203.	10,915.	181,261.	0.
		(ii) 0.	0.	0.	0.	0.	0.	0.
2	ELDON ROSENOW FOUNDER	(i) 166,183.	(ii) 0.	(iii) 0.	6,512.	1,886.	174,581.	0.
		(ii) 0.	0.	0.	0.	0.	0.	0.
3	RUSSEL HOWELL PRINCIPAL	(i) 119,200.	(ii) 0.	(iii) 0.	20,759.	12,022.	151,981.	0.
		(ii) 0.	0.	0.	0.	0.	0.	0.
4		(i)						
		(ii)						
5		(i)						
		(ii)						
6		(i)						
		(ii)						
7		(i)						
		(ii)						
8		(i)						
		(ii)						
9		(i)						
		(ii)						
10		(i)						
		(ii)						
11		(i)						
		(ii)						
12		(i)						
		(ii)						
13		(i)						
		(ii)						
14		(i)						
		(ii)						
15		(i)						
		(ii)						
16		(i)						
		(ii)						

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

COPY

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

► Attach to Form 990 or 990-EZ.

► Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

**Open to Public
Inspection**

Employer identification number

GREAT VALLEY ACADEMY, INC.

61-1506412

FORM 990, PART VI, LINE 11B - FORM 990 REVIEW PROCESS

A CPA FIRM WILL PREPARE THE TAX RETURN FOR THE ORGANIZATION AND SEND A DRAFT COPY TO LEAH SILVESTRE FRANKLIN, CEO, WHO WILL FORWARD THE DRAFT COPY TO THE SCHOOL BOARD FOR APPROVAL PRIOR TO FILING. ONCE APPROVED, THE CEO WILL NOTIFY THE FIRM TO FINALIZE AND PREPARE THE RETURN FOR MAILING.

FORM 990, PART VI, LINE 12C - EXPLANATION OF MONITORING AND ENFORCEMENT OF CONFLICTS

ALL MEMBERS OF THE GOVERNING BOARD AND KEY EMPLOYEES ARE REQUIRED TO SUBMIT ANNUAL STATEMENTS DISCLOSING ANY REPORTABLE INVESTMENTS, INTERESTS IN REAL PROPERTY AND BUSINESS POSITIONS HELD.

FORM 990, PART VI, LINE 15A - COMPENSATION REVIEW & APPROVAL PROCESS - CEO & TOP MANAGEMENT

EXECUTIVE COMPENSATION IS REVIEWED AND APPROVED BY THE SCHOOL BOARD. IT IS DETERMINED BY ANNUAL INDUSTRY REVIEW OF COMPARABLE POSITIONS, AVERAGE COMPENSATION, PERFORMANCE AND SCHOOL BUDGET.

FORM 990, PART VI, LINE 15B - COMPENSATION REVIEW & APPROVAL PROCESS - OFFICERS & KEY EMPLOYEES

OTHER OFFICERS COMPENSATION IS REVIEWED AND APPROVED BY THE SCHOOL BOARD. COMPENSATION IS BASED ON INDUSTRY AVERAGE, PERFORMANCE AND SCHOOL BUDGET.

FORM 990, PART VI, LINE 19 - OTHER ORGANIZATION DOCUMENTS PUBLICLY AVAILABLE

REQUESTS FOR PUBLIC RECORDS SHALL BE MADE TO THE CEO OF THE ORGANIZATION. THE CEO OR DESIGNEE MAY DETERMINE THE MOST APPROPRIATE SCHOOL EMPLOYEE TO ASSIST IN ASSEMBLING ANY PUBLIC RECORDS FOR PRODUCTION. ANY PERSON MAY REQUEST A COPY OF ANY SCHOOL RECORD OPEN TO THE PUBLIC AND NOT EXEMPT FROM DISCLOSURE. PUBLIC ACCESS SHALL NOT BE GIVEN TO RECORDS LISTED AS EXEMPT FROM PUBLIC DISCLOSURE IN THE CALIFORNIA PUBLIC RECORDS ACT OR OTHER STATUTES.

**Application for Automatic Extension of Time To File an
Exempt Organization Return**

OMB No. 1545-0047

► **File a separate application for each return.**
 ► **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions.		Taxpayer identification number (TIN)
	GREAT VALLEY ACADEMY, INC.		61-1506412
	Number, street, and room or suite number. If a P.O. box, see instructions.		
	3200 TULLY ROAD		
	City, town or post office, state, and ZIP code. For a foreign address, see instructions.		
	MODESTO, CA 95350		

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► SUSAN COOPER

Telephone No. ► (209) 576-2283 Fax No. ► (209) 576-2838

- If the organization does not have an office or place of business in the United States, check this box ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ► ☐. If it is for part of the group, check this box ... ► ☐ and attach a list with the names and TINs of all members the extension is for.

- 1 I request an automatic 6-month extension of time until 5/15, 20 21, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ☐ calendar year 20 ____ or
 ► ☒ tax year beginning 7/01, 20 19, and ending 6/30, 20 20.

- 2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2020)

2019

California Exempt Organization
Annual Information Return

199

Calendar Year 2019 or fiscal year beginning (mm/dd/yyyy) 7/01/2019, and ending (mm/dd/yyyy) 6/30/2020

Corporation/Organization name

GREAT VALLEY ACADEMY, INC.

Additional information. See instructions.

California corporation number

2892498

FEIN

61-1506412

Street address (suite or room)

3200 TULLY ROAD

PMB no.

City

MODESTO

State

CA

Zip code

95350

Foreign country name

Foreign province/state/county

Foreign postal code

- A** First Return ☐ Yes ☒ No
- B** Amended Return ☐ Yes ☒ No
- C** IRC Section 4947(a)(1) trust ☐ Yes ☒ No
- D** Final Information Return?
- ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
- Enter date: (mm/dd/yyyy) •
- E** Check accounting method:
- 1 ☐ Cash 2 ☒ Accrual 3 ☐ Other
- F** Federal return filed? 1 • ☐ 990T 2 • ☐ 990-PF 3 • ☐ Sch H (990)
- 4 ☐ Other 990 series
- G** Is this a group filing? See instructions ☐ Yes ☒ No
- H** Is this organization in a group exemption ☐ Yes ☒ No
- If "Yes," what is the parent's name?
- I** Did the organization have any changes to its guidelines not reported to the FTB? See instructions ☐ Yes ☒ No

- J** If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions ☐ Yes ☒ No
- K** Is the organization exempt under R&TC Section 23701g? ... ☐ Yes ☒ No
- If "Yes," enter the gross receipts from nonmember sources \$
- L** If organization is a public charity exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required ☒
- M** Is the organization a Limited Liability Company? ☐ Yes ☒ No
- N** Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No
- O** Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No
- P** Is federal Form 1023/1024 pending? ☐ Yes ☐ No
- Date filed with IRS

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8.	1	864,830.
	2	Gross dues and assessments from members and affiliates.	2	
	3	Gross contributions, gifts, grants, and similar amounts received. SEE SCH. B.	3	18,248,214.
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B.	4	19,113,044.
	5	Cost of goods sold.	5	
	6	Cost or other basis, and sales expenses of assets sold.	6	
	7	Total costs. Add line 5 and line 6.	7	
	8	Total gross income. Subtract line 7 from line 4.	8	19,113,044.
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18.	9	18,067,062.
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8.	10	1,045,982.
Filing Fee	11	Total payments.	11	
	12	Use tax. See General Information K.	12	
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11.	13	
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12.	14	
	15	Filing fee \$10 or \$25. See General Information F.	15	
	16	Penalties and Interest. See General Information J.	16	
	17	Balance due. Add line 12, line 15, and line 16. Then subtract line 11 from the result.	17	0.
Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.			
Paid Preparer's Use Only	Signature of officer	Title	Date	Telephone
	ELIZABETH NIGRO, CPA	PRESIDENT		(209) 576-2283
	Preparer's signature	Date	Check if self-employed	PTIN
	NIGRO & NIGRO PC		<input type="checkbox"/>	P00222251
	Firm's name (or yours, if self-employed) and address			Firm's FEIN
25220 HANCOCK AVE STE 400			30-0636241	
MURRIETA, CA 92562			Telephone	
			(951) 698-8783	
May the FTB discuss this return with the preparer shown above? See instructions. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

Part II Organizations with gross receipts of more than \$50,000 and private foundations
regardless of amount of gross receipts – complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions.	•	1	
	2	Interest	•	2	
	3	Dividends	•	3	
	4	Gross rents	•	4	
	5	Gross royalties	•	5	
	6	Gross amount received from sale of assets (See Instructions)	•	6	
	7	Other income. Attach schedule. SEE STATEMENT 1	•	7	864,830.
Expenses and Disbursements	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Page 1, Part I, line 1.		8	864,830.
	9	Contributions, gifts, grants, and similar amounts paid. Attach schedule.	•	9	
	10	Disbursements to or for members.	•	10	
	11	Compensation of officers, directors, and trustees. Attach schedule. SEE STMT 2	•	11	464,902.
	12	Other salaries and wages	•	12	9,149,675.
	13	Interest	•	13	421,775.
	14	Taxes	•	14	339,734.
	15	Rents	•	15	44,579.
	16	Depreciation and depletion (See instructions)	•	16	613,443.
	17	Other Expenses and Disbursements. Attach schedule. SEE STATEMENT 3	•	17	7,032,954.
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Page 1, Part I, line 9.		18	18,067,062.

Schedule L Balance Sheet		Beginning of taxable year		End of taxable year	
		(a)	(b)	(c)	(d)
Assets					
1	Cash		7,061,975.	•	6,996,417.
2	Net accounts receivable		931,576.	•	2,590,872.
3	Net notes receivable			•	
4	Inventories			•	
5	Federal and state government obligations			•	
6	Investments in other bonds			•	
7	Investments in stock			•	
8	Mortgage loans			•	
9	Other investments. Attach schedule.			•	
10 a	Depreciable assets.	12,786,816.		12,944,273.	
b	Less accumulated depreciation.	1,963,967.	10,822,849.	2,577,410.	10,366,863.
11	Land		2,070,000.	•	2,070,000.
12	Other assets. Attach schedule. STM 4		3,495.	•	77,836.
13	Total assets		20,889,895.		22,101,988.
Liabilities and net worth					
14	Accounts payable		593,335.	•	955,794.
15	Contributions, gifts, or grants payable			•	
16	Bonds and notes payable			•	
17	Mortgages payable		6,308,574.	•	6,063,982.
18	Other liabilities. Attach schedule. STM 5		443,199.		491,443.
19	Capital stock or principal fund		13,544,787.	•	14,590,769.
20	Paid-in or capital surplus. Attach reconciliation.			•	
21	Retained earnings or income fund.			•	
22	Total liabilities and net worth		20,889,895.		22,101,988.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000

1	Net income per books	•	1,045,982.	7	Income recorded on books this year not included in this return. Attach schedule	•	
2	Federal income tax	•		8	Deductions in this return not charged against book income this year. Attach schedule.	•	
3	Excess of capital losses over capital gains	•		9	Total. Add line 7 and line 8		
4	Income not recorded on books this year. Attach schedule.	•		10	Net income per return. Subtract line 9 from line 6.		1,045,982.
5	Expenses recorded on books this year not deducted in this return. Attach schedule	•					
6	Total. Add line 1 through line 5.		1,045,982.				

Schedule B**(Form 990, 990-EZ,
or 990-PF)**Department of the Treasury
Internal Revenue ServiceCALIFORNIA COPY
Schedule of Contributors

OMB No. 1545-0047

2019▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

Name of the organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Organization type (check one):**Filers of:****Section:**

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

Form 990-PF

☐ 527 political organization☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization GREAT VALLEY ACADEMY, INC.	Employer identification number 61-1506412
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA DEPT OF EDUCATION 1430 N STREET SACRAMENTO, CA 95814-5901	\$ 13,738,571.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	STANISLAUS COUNTY OFFICE OF EDUCATI 1100 H STREET MODESTO, CA 95354-2338	\$ 2,390,677.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	SALIDA UNION ELEMENTARY SCHOOL DIST 4801 SISK ROAD SALIDA, CA 95368-9226	\$ 1,144,889.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	YOUTH LITERACY GRANT 100 MISSION RIDGE GOODLETTSVILLE, TN 37072	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A		
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

BAA

Schedule B (Form 990, 990-EZ, or 990-PF) (2019)

Name of organization

GREAT VALLEY ACADEMY, INC.

Employer identification number

61-1506412

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor.** Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) \$ N/A
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

2019**Corporation Depreciation and Amortization****3885**Attach to Form 100 or Form 100W. **FORM 3885 ONLY**

Corporation name

California corporation number

GREAT VALLEY ACADEMY, INC.**2892498****Part I Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California.....	1	\$25,000
2	Total cost of IRC Section 179 property placed in service.....	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation.....	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost).....	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from prior taxable years.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5.....	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12.....	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
	08/09 SITE IMPR	6/30/2009	60,961.	60,960.	S/L	15	1.	
	09/10 SITE IMPR	6/30/2010	220,543.	142,035.	S/L	15	14,703.	
	10/11 SITE IMPR	6/30/2011	222,282.	118,552.	S/L	15	14,819.	
	11/12 SITE IMPR	6/30/2012	19,091.	6,112.	S/L	25	764.	
	12/13 SITE IMPR	6/30/2013	24,648.	9,858.	S/L	15	1,643.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).....					15	263,553.	

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).....	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.....	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.).....	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).....						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.....						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.....						22

2019**Corporation Depreciation and Amortization****3885**Attach to Form 100 or Form 100W. **FORM 3885 ONLY**

Corporation name

California corporation number

GREAT VALLEY ACADEMY, INC.**2892498****Part I Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California.....	1	\$25,000
2	Total cost of IRC Section 179 property placed in service.....	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation.....	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost).....	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from prior taxable years.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5.....	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12.....	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
	09/10 BUILDINGS	6/30/2010	2,130,000.	555,550.	S/L	35	60,857.	
	10/11 BUILDINGS	6/30/2011	131,833.	42,184.	S/L	25	5,273.	
	11/12 BUILDINGS	7/01/2011	121,663.	38,936.	S/L	25	4,867.	
	12/13 BUILDINGS	6/30/2013	17,931.	4,302.	S/L	25	717.	
	09/10 EQUIPMENT	9/21/2009	8,676.	8,482.	S/L	10	194.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).....						15	

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).....	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.....	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.).....	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).....						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.....						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.....						22

2019**Corporation Depreciation and Amortization****3885**Attach to Form 100 or Form 100W. **FORM 3885 ONLY**

Corporation name

California corporation number

GREAT VALLEY ACADEMY, INC.**2892498****Part I Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California.....	1	\$25,000
2	Total cost of IRC Section 179 property placed in service.....	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation.....	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost).....	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from prior taxable years.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5.....	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12.....	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
12/13	EQUIPMENT	10/31/2012	9,775.	6,520.	S/L	10	978.	
11/12	SITE IMPR	6/30/2012	97,316.	45,416.	S/L	15	6,488.	
12/13	SITE IMPR	6/30/2013	184,245.	73,698.	S/L	15	12,283.	
12/13	EQUIPMENT	6/30/2013	22,559.	13,536.	S/L	10	2,256.	
11/12	EQUIPMENT	6/30/2012	5,157.	3,612.	S/L	10	516.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).....						15	

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).....	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.....	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.).....	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).....						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.....						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.....						22

2019**Corporation Depreciation and Amortization****3885**Attach to Form 100 or Form 100W. **FORM 3885 ONLY**

Corporation name

California corporation number

GREAT VALLEY ACADEMY, INC.**2892498****Part I Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California.....	1	\$25,000
2	Total cost of IRC Section 179 property placed in service.....	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation.....	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost).....	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from prior taxable years.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5.....	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12.....	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
	13/14 SITE IMPR	6/30/2014	357,199.	119,065.	S/L	15	23,813.	
	13/14 EQUIPMENT	6/30/2014	67,218.	33,610.	S/L	10	6,722.	
	13/14 SITE IMPR	6/30/2014	642,841.	214,280.	S/L	15	42,856.	
	13/14 EQUIPMENT	6/30/2014	41,185.	20,595.	S/L	10	4,119.	
	14/15 SITE IMPR	6/30/2015	355,612.	94,828.	S/L	15	23,707.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).....						15	

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).....	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.....	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.).....	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).....						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.....						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.....						22

2019**Corporation Depreciation and Amortization****3885**Attach to Form 100 or Form 100W. **FORM 3885 ONLY**

Corporation name

California corporation number

GREAT VALLEY ACADEMY, INC.**2892498****Part I Election To Expense Certain Property Under IRC Section 179**

1	Maximum deduction under IRC Section 179 for California.....	1	\$25,000
2	Total cost of IRC Section 179 property placed in service.....	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation.....	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-.....	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-.....	5	
6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
7	Listed property (elected IRC Section 179 cost).....	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7.....	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8.....	9	
10	Carryover of disallowed deduction from prior taxable years.....	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5.....	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11.....	12	
13	Carryover of disallowed deduction to 2020. Add line 9 and line 10, less line 12.....	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

14	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14/15	EQUIPMENT	6/30/2015	51,094.	20,436.	S/L	10	5,109.	
14/15	SITE IMPR	6/30/2015	51,706.	13,788.	S/L	15	3,447.	
14/15	EQUIPMENT	6/30/2015	274,210.	109,684.	S/L	10	27,421.	
15	Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h).....						15	

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) or Depreciation (if no election is made), enter the amount from line 15, column (g).....	16	
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22.....	17	
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.).....	18	

Part IV Amortization

19	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instr)	(f) Period or percentage	(g) Amortization for this year
20	Total. Add the amounts in column (g).....						20
21	Total amortization claimed for federal purposes from federal Form 4562, line 44.....						21
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12.....						22

GREAT VALLEY ACADEMY, INC.

61-1506412

STATEMENT 1
FORM 199, PART II, LINE 7
OTHER INCOME

INCOME FROM SPECIAL EVENTS.....	\$	139,571.
OTHER INVESTMENT INCOME.....		29,324.
PROGRAM SERVICE REVENUE.....		695,935.
TOTAL	\$	<u>864,830.</u>

STATEMENT 2
FORM 199, PART II, LINE 11
COMPENSATION OF OFFICERS, DIRECTORS, TRUSTEES AND KEY EMPLOYEES

CURRENT OFFICERS:

<u>NAME AND ADDRESS</u>	<u>TITLE AND AVERAGE HOURS PER WEEK DEVOTED</u>	<u>TOTAL COMPEN- SATION</u>	<u>CONTRI- BUTION TO EBP & DC</u>	<u>EXPENSE ACCOUNT/ OTHER</u>
STEVE PAYNE 3200 TULLY ROAD MODESTO, CA 95350	PRESIDENT 1.00	\$ 0.	\$ 0.	\$ 0.
CHAD WOLF 3200 TULLY ROAD MODESTO, CA 95350	MEMBER 1.00	0.	0.	0.
TWILA TOSH 3200 TULLY ROAD MODESTO, CA 95350	DESIGNEE 1.00	0.	0.	0.
SUSAN NISAN 3200 TULLY ROAD MODESTO, CA 95350	SECRETARY 1.00	0.	0.	0.
YOLANDA MERAZ 3200 TULLY ROAD MODESTO, CA 95350	VICE PRESIDENT 1.00	0.	0.	0.
VINCE JAMISON 3200 TULLY ROAD MODESTO, CA 95350	MEMBER 1.00	0.	0.	0.
LEAH SILVESTRE FRANKLIN 3200 TULLY ROAD MODESTO, CA 95350	CEO 40.00	181,261.	6,203.	10,915.
MARISA JACOBSON-MEEKS 3200 TULLY ROAD MODESTO, CA 95350	COO 40.00	109,060.	3,333.	8,477.
TOTAL		<u>\$ 290,321.</u>	<u>\$ 9,536.</u>	<u>\$ 19,392.</u>

STATEMENT 2 (CONTINUED)

FORM 199, PART II, LINE 11

COMPENSATION OF OFFICERS, DIRECTORS, TRUSTEES AND KEY EMPLOYEES

KEY EMPLOYEES:

NAME	TITLE AND AVERAGE HOURS PER WEEK DEVOTED	COMPEN- SATION	CONTRI- BUTION TO EBP & DC	EXPENSE ACCOUNT/ OTHER
ELDON ROSENOW 3200 TULLY ROAD ,	FOUNDER 40	\$ 174,581.	\$ 6,512.	\$ 1,886.
		TOTAL \$ 174,581.	\$ 6,512.	\$ 1,886.

STATEMENT 3

FORM 199, PART II, LINE 17

OTHER EXPENSES

ACCOUNTING FEES.....	\$ 26,456.
ADVERTISING AND PROMOTION.....	15,000.
BOOKS AND SUPPLIES.....	831,347.
EQUIPMENT RENTAL.....	77,512.
FIELD TRIPS.....	116,119.
FOOD PROGRAM.....	508,004.
INSURANCE.....	169,850.
LEGAL FEES.....	24,940.
MISCELLANEOUS.....	101,292.
NONCAPITALIZED EQUIPMENT.....	166,391.
OTHER EMPLOYEE BENEFIT.....	1,278,105.
OTHER FEES.....	1,278,341.
PENSION PLAN CONTRIBUTIONS.....	1,742,062.
POSTAGE AND SHIPPING.....	6,585.
REPAIRS & MAINT.....	247,335.
SPECIAL EVENT EXPENSES.....	37,377.
TAXES.....	2,151.
TELEPHONE AND INTERNET.....	47,889.
TRAVEL.....	123,828.
UTILITIES.....	232,370.
TOTAL	\$ 7,032,954.

STATEMENT 4

FORM 199, SCHEDULE L, LINE 12

OTHER ASSETS

INVENTORY.....	35,767.
PREPAID EXPENSES AND DEFERRED CHARGES.....	42,069.
TOTAL	\$ 77,836.

STATEMENT 5
FORM 199, SCHEDULE L, LINE 18
OTHER LIABILITIES

ACCRUED PAYROLL & BENEFITS.....	212,400.
DEFERRED REVENUE.....	12,221.
NET DEFERRED PAY.....	266,822.
TOTAL \$	<u>491,443.</u>

COPY

Modesto
Budget Comparison
2020-2021 Approved Budget (August 2020)
2020-2021 Proposed Revised Budget (January 2021)

	2020-2021 Approved Operating Budget Aug-20	2020-2021 Proposed Revised Operating Budget Jan-21	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	8,011,807	7,976,270	-35,537	-0.4%
8100 · Federal Revenue	609,128	834,768	225,640	37.0%
8500 · Other State Revenues	302,029	321,184	19,155	6.3%
8600 · Other Local Revenue	335,200	79,596	-255,604	-76.3%
8700 · SpEd Apportionment	435,360	442,124	6,764	1.6%
Total Income	9,693,524	9,653,943	-39,581	-0.4%
Gross Profit	9,693,524	9,653,943	-39,581	-0.4%
Expense				
1000 · Certificated Salaries	3,304,392	3,499,544	195,152	5.9%
2000 · Classified Salaries	1,923,739	1,756,738	-167,001	-8.7%
3000 · Employee Benefits	1,566,616	1,573,623	7,007	0.4%
4000 · Books & Supplies	851,891	1,061,169	209,278	24.6%
5000 · Services & Other Operating Exp	1,587,357	1,307,221	-280,136	-17.6%
6000 · Capital Outlay	35,000	35,000	0	0.0%
7000 · All Other Financing Uses	325,188	325,188	0	0.0%
Total Expense	9,594,183	9,558,482	-35,701	-0.4%
Net Ordinary Income	99,341	95,461	-3,880	-3.9%
	1.02%	0.99%		

Great Valley Academy-Modesto Campus
Budget Comparison-Narrative
Jan-21

Revenue

8000 - Revenue figures updated with most recent LCFF 21.2 calculations - August Revision - Includes UPC reduction
8100 - Increase of Federal Revenue per SELPA and Food Program increases plus Learning Loss Mitigation
8500 - No Food Service Grant & No one time funding anticipated for 20/21 - Added Learning Loss Mitigation
8600 - Reduced revenue to fundraisers, Kids' Care fees and uniform sales
8700 - Increased SpED apportionment

Net decrease in revenue -\$39.5K (-0.4%)

Expenses

Salaries and benefit expenses include:

Two teachers moving from classified to certificated plus additional PTO payout estimations
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS increase for new certificated teachers
Salaries and benefits represent 71.4% of total expenses

Books and Supplies expenses include:

reduced line item expenses for budgetary constraints
curriculum - added new science curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
learning loss mitigation expenses - live stream equipment and computers

Services and other expense estimates include:

reduced professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts/nursing
authorizer oversight fees
learning loss mitigation expenses
new mental health services

Capital Outlay

reduced for budgetary constraints
\$35K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income/increase in fund reserve

Othr Tuition, Exc csts, Deficit

20/21 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$95,461 0.99% of expenses

Salida
Budget Comparison
2020-2021 Approved Budget (August 2020)
2020-2021 Proposed Revised Budget (January 2021)

	2020-2021 Approved Operating Budget Aug-20	2020-2021 Proposed Revised Operating Budget Jan-21	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	7,574,134	7,547,696	-26,438	-0.3%
8100 · Federal Revenue	481,525	591,967	110,442	22.9%
8500 · Other State Revenues	284,655	323,370	38,715	13.6%
8600 · Other Local Revenue	316,750	31,123	-285,627	-90.2%
8700 · SpEd Apportionment	357,452	422,625	65,173	18.2%
Total Income	9,014,516	8,916,781	-97,736	-1.1%
Gross Profit	9,014,516	8,916,781	-97,736	-1.1%
Expense				
1000 · Certificated Salaries	3,086,490	3,236,490	150,000	4.9%
2000 · Classified Salaries	1,654,337	1,630,337	-24,000	-1.5%
3000 · Employee Benefits	1,410,739	1,410,739	0	0.0%
4000 · Books & Supplies	698,377	733,026	34,649	5.0%
5000 · Services & Other Operating Exp	1,521,782	1,282,891	-238,891	-15.7%
6000 · Capital Outlay	105,000	90,000	-15,000	-14.3%
7000 · All Other Financing Uses	411,892	411,892	-0	0.0%
Total Expense	8,888,617	8,795,374	-93,243	-1.0%
Net Ordinary Income	125,899	121,406	-4,493	-3.6%
	1.40%	1.36%		

Great Valley Academy-Salida Campus
Budget Comparison-Narrative
Jan-21

Revenue

8000 - Revenue figures updated with most recent LCFF 21.2 calculations - August Revision - Includes UPC reduction
8100 - Increase of Federal Revenue per SELPA and Food Program increases plus Learning Loss Mitigation
8500 - No Food Service Grant & No one time funding anticipated for 20/21 - Added Learning Loss Mitigation
8600 - Reduced school fundraiser and Kids' Care revenue
8700 - Increased SpED apportionment

Net decrease in revenue -\$98K (-1.1%)

Expenses

Salaries and benefit expenses include:

PTO Payout Estimations
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS decrease & includes a 7% increase in health benefits
Salaries and benefits represent 71.3% of total expenses

Books and Supplies expenses include:

reduced line item expenses for budgetary constraints
curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
learning loss mitigation expenses - live stream equipment and computers

Services and other expense estimates include:

reduced professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts/nursing
authorizer oversight fees
learning loss mitigation expenses
new mental health services

Capital Outlay

reduced for budgetary constraints
\$90K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income/increase in fund reserve

Othr Tuition, Exc csts, Deficit

20/21 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$121,406 1.36% of expenses



Covid Safety Plan (CSP)

JANUARY 22, 2021
GREAT VALLEY ACADEMIES
3200 Tully Road, Modesto CA 95350



Background Information

Name of Applicant (Local Educational Agency or Equivalent):

School Type:

- ☐ Traditional Public School
☒ Charter School
☐ Private, Independent, or Faith-Based School

Number of schools: 2

Total Enrollment: 1,226 (K-6)

Great Valley Academy-Modesto Campus
3200 Tully Road
Modesto, CA 95355

Great Valley Academy-Salida Campus
5901 Sisk Road
Modesto, CA 95356

Superintendent (or equivalent) Name: Leah Silvestre Franklin
3200 Tully Road
Modesto, CA 95350

Grades/Number of Students Proposed to be Reopened:

☒ K ☒ 1st ☒ 2nd ☒ 3rd ☒ 4th ☒ 5th ☒ 6th

Date of Proposed Reopening: No sooner than October 26, 2020 with flexibility to delay if local public health conditions warrant (significant increases in test positivity and rates, impacted hospital access: decrease in available hospital beds, ICU beds).

Name of Person Completing Application: Leah Silvestre Franklin
Phone Number: (209)576-2283
Email: l.silvestre@greatvalleyacademy.com

I. Consultation & Evaluation

Please confirm consultation with the following groups:

☐ Labor Organization

Not applicable

☐ Parent and Community Organizations

Not applicable

Parent survey administration:

June 2020 and August 2020

Public board meetings, parents in attendance:

September 8th, 21st and 28th

October 7th (2020)

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

Staff survey administration:

June 2020, August 2020, September 2020 and October 2020

Public board meetings, staff in attendance:

September 8th, 21st, 28th and October 7th

Leadership meetings (all principals, COO, CEO):

Weekly or twice weekly March 2020 through present

Staff planning team meetings (all site administrators, staff representatives from each campus, COO, CEO):

September 22nd, 24th, 29th and October 1st

GVA conducted site specific workplace evaluations to determine student & staff flow, areas for potential exposure, assessment of materials (PPE, supplies, Plexiglas shields, signage, facility markings, etc.) prior to the completion of this original plan (prior to staff, then student return to campus).

II. Elementary School Reopening Plans-Safely reopened Monday, October 26th, 2020

Great Valley Academies (GVA) know that education is essential to our community, and that schools provide much more than academic support to students and their families. Given that, GVA has created a plan that will allow students back on campus in small cohorts, with safety protocols in place which focus on staff and students.

GVA plans to reopen with a hybrid learning model, bringing students back in phases, with anticipated phasing is as follows:

- Monday, October 26th – Kindergarten -second grade students
- Monday, November 9th – Third and fourth grade students
- Monday, November 16th – Fifth and sixth grade students

Students in person learning groups will be approximately 50% of their class size (no more than 15 students) with siblings placed on the same cohort schedule. Students will follow an alternating day, 2 days per week in person (4 hours & 15 minutes each day), 3 days per week distance learning, cohort based schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus for in person learning	Cohort B on campus for in person learning	Cohort A on campus for in person learning	Cohort B on campus for in person learning	Distance Learning for all
Cohort B at home for distance learning	Cohort A at home for distance learning	Cohort B at home for distance learning	Cohort A at home for distance learning	

With 4 half day Kindergarten classes on each campus, they will have a unique 1 day per week in person, cohort based schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus for in person learning	Cohort B on campus for in person learning	Cohort C on campus for in person learning	Cohort D on campus for in person learning	Distance Learning for all
Cohort B, C, D at home for distance learning	Cohort A, C, D at home for distance learning	Cohort A, B, D at home for distance learning	Cohort A, B, C at home for distance learning	

For families who are not yet ready for their children to return to in person learning, distance learning will continue to be provided.

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, and are published on the Stanislaus County Office of Education website:

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.

Great Valley Academies will provide the following related to cleaning and ventilation/air flow:

- All classroom, office and shared spaces will be disinfected nightly
 - Includes desks, chairs, tables, hard surfaces, high touch points
- Disinfectant spray, towels and gloves will be available in every classroom, and high use areas
- Bathrooms will be disinfected nightly and one time during the school day
- Additional disinfecting with electrostatic disinfectant sprayer will occur 2 times per week
- Playground equipment will be disinfected nightly (supervised playground use limited to single cohort at a time, with hand washing both before and after use, students waiting for playground equipment will be spaced 6 feet apart)
- Suspension of water fountain usage; water filling stations will be used, with disposable cups available to students without water bottles
- Plexiglas shields installed in front offices and shared offices where applicable
- Plexiglas shield available in each classroom (including resource and intervention)
- Air HVAC filters are all MERV 11 and will be changed bi-monthly
- All HVAC units are being equipped with Bipolar Ionization Air Purifiers
- Doors and windows will be left open for improved air flow, as practicable

GVA will implement the following related to student school supply sharing:

- Classroom supplies will not be shared, each student will be provided with a storage box for school supplies, workbooks, etc.
- No balls or other outdoor equipment will be shared

Cohorting: How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.

GVA students will be returned to in person learning in cohorts of no more than 15 students per class. Students will be divided into cohorts representing approximately 50% of each class, with siblings participating in the same cohort schedule.

- Each class cohort will remain together throughout the school day; recess, onsite grab & go style breakfast, restroom and hand washing breaks
- Each class cohort will participate in recess in staggered groups, with each having a designated campus area which allows for physical distancing
- Students will receive their grab and go style breakfast upon arrival, in their classroom cohort, or via drive through meal pick up
- Students will receive their grab and go style lunch at the end of their in person school day, or via drive through meal pick up
- Students receiving special education or intervention services may receive services in classroom small groups of no more than 4, or out of classroom small groups of no more than 4, based on individual student needs

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

- Students will move on campus in classroom cohorts, with supervision and physical distancing
- Paths of travel will have markers denoting 6 foot spaces
- GVA has no internal hallways separating classrooms; movement to recess, restrooms, handwashing stations, water filling stations, etc., occur outdoors
- Volunteers and visitors are suspended (with the exception of service providers)
- Each class cohort will participate in recess in staggered groups, each having a designated campus area which allows for physical distancing
- Student drop off and pick up will be staff supervised; parents remain in vehicle, students escorted in/out of the vehicle and directed to classrooms/vehicle
- Parents arriving on campus for student drop off or pick up (outside of drop off/pick up process), must wear face a covering and follow physical distancing requirements in office spaces

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.

- GVA will follow the California Department of Public Health's (CDPH) face covering guidelines:

STUDENTS

<u>Age</u>	<u>Face Covering Requirement</u>
Under 2 years old	No
2 years old – 2nd grade	Yes, unless exempt
3rd grade – High School	Yes, unless exempt

- Students will be provided a cloth face covering if needed
- All staff are required to wear a face covering unless they are instructing students in a way their mouth needs to be visible (speech, special education, English learner support, younger students), in which case, they may wear a face shield with drape
- Following CDPH guidance, students who are not exempt from wearing a face covering and choose not to wear one will be referred to the distance learning program
- Face coverings can be removed for eating, drinking and physically distanced outdoor activities
- Staff handling or serving food must wear gloves in addition to face covering

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

- GVA staff and students will be directed to stay home if they experience the following:
 - Fever of 100.4 or higher
 - Chills
 - Cough
 - Shortness of breath, or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Staff will complete self screening log for COVID 19 symptoms daily prior to reporting to work
- Touchless temperature check devices will be available on campus for staff self check
- Families will be provided a screening checklist for review each morning prior to bringing student to school
- Students will be temperature checked with a touchless device at student drop off each morning they attend in person learning
- Students exhibiting symptoms will immediately be sent to the office where they will be screened and will remain in a quarantine room until they can be picked up
- Quarantine room will be disinfected after each use
- Staff exhibiting symptoms will be sent home
- If student or staff is confirmed with a positive test result, GVA will work with Stanislaus County Public Health department and will communicate appropriately with school community

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

- Signage will be prominently displayed at school sites reminding individuals of proper hygiene protocols
- Hand sanitizer will be available upon entry to school campuses
- Each classroom and common area will have access to hand sanitizer
- Routines will be established in support of frequent hand washing
- Handwashing or use of hand sanitizer will occur
 - upon entry to any instructional area
 - before and after eating
 - before and after recess
 - before and after PE activity
- Additional handwashing stations have been added at multiple strategic locations on each campus
- Restrooms are stocked with soap and paper towels, supplies will be checked and refilled nightly and during the school day
- Resources will be provided to families with regard to proper hygiene protocols

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

- GVA will work in consultation with the Stanislaus County Public Health Department on topics including but not limited to tracing contacts of confirmed positive cases and provision of communication with those contacts as appropriate
- GVA is participating in StanTrack, the web-based system created by the Stanislaus County Public Health Department which will track student absenteeism and individual positive cases
- GVA will conduct contact tracing and communication with those who were in close personal contact (CPC) with someone who has tested positive
 - CDPH defines close personal contact as a person who is <6 feet from someone testing positive for >15 minutes
- GVA will confidentially track both staff and student positive cases, data to include (not limited to) positivity determination date, return to campus date, and other relevant details

- GVA will confidentially track both staff and student close personal contacts (CPC), related follow up and status
- Designated staff contact information provided to the Stanislaus County Public Health Department
 - Chief Executive Officer, Leah Silvestre Franklin
 - Chief Operating Officer, Marisa Meeks
- GVA will follow the CDPH guidelines for measures to be taken when student or staff member have symptoms, is a CPC of someone who has the virus or tests positive with the virus (see table, next page)

Draft

	Student or Staff with:	Action	Communication
1	<p>COVID-19 symptoms (fever, cough, new loss of taste/smell, difficulty breathing, etc.)</p> <p>Symptom screening per CA School Industry Guidelines-Schools</p>	<p>*Send home</p> <p>*Recommend testing (if positive see #3, if negative, see #4)</p> <p>*School/classroom remain open</p>	*No action needed
2	Close personal contact (CPC) with a confirmed COVID-19 case	<p>*Send home</p> <p>*Quarantine for 14 days from last exposure</p> <p>*Recommend testing (will not shorten 14-day quarantine)</p> <p>*School/classroom remain open</p>	*Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	<p>*Notify local public health department</p> <p>*Isolate case and exclude from school for 10 days from symptom onset or test date</p> <p>*Identify contacts (CPC), quarantine, & exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present at school while infectious</p> <p>*Recommend testing of contacts (CPC), prioritize symptomatic contacts (will not shorten 14-day quarantine)</p> <p>*Disinfection and cleaning of classroom and primary spaces where case spent significant time</p> <p>*School remains open</p>	*School community notification of a known case
4	Test negative after symptoms	<p>*May return to school 3 days after symptoms resolve</p> <p>*School/classroom remain open</p>	*Consider school community notification if prior awareness of testing

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

- Student desks will be faced in the same direction
- 6 foot spacing between students
- 6 foot spacing will be observed when moving students
- 6 foot spacing marks are visible throughout campus spaces
- PE will consist of cohort based conditioning activities, will be held outdoors with a minimum of 8 foot spacing between students
- Plexiglas shields are installed in school offices
- Plexiglas shields are available in all instructional spaces
- Staff meetings are held in person only when physical distancing requirements can be met, otherwise they are held virtually
- Band, choir and drama are suspended until it is safe to resume these activities
- Field trips, in person assemblies and other large gatherings are held virtually
- Volunteers and visitors are suspended (with the exception of service providers)
- Recess, restroom and handwashing breaks will be staggered to minimize the potential mingling of cohorts

Staff Training and Family Education: How staff will be trained, and families will be educated, on the application and enforcement of the plan.

- All staff will be trained on cleaning protocols, physical distancing practices, face covering requirements, COVID-19 response, staff testing, hygiene practices, student illness protocol, student screening and visitor/volunteer suspension
- Families will receive ParentSquare communication regarding the reopening plan as well as information items related to COVID-19 screening and testing locations
- Ongoing updates will be sent via Email, ParentSquare and posted on the GVA website
- In coordination with the Stanislaus County Public Health Officer, affected stakeholders will be notified via Email and ParentSquare regarding potential virus exposure

Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.

- GVA students exhibiting symptoms will immediately be sent to the office where they will be screened and will remain in a quarantine room until they can be picked up, GVA will recommend COVID 19 testing and will send home a list of testing locations
- GVA staff have access to self-testing supplies and can order when recommended or needed, and will surveillance self-test once every 2 months, in alignment with CDPH guidance

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known exposure to a COVID-19 case
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related; this will be accomplished by offering time off/leave options
- Providing employees at the time of exclusion with information on available benefits

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department, and provide any related information requested by the local health department
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment
- Maintain records of the steps taken to implement our COVID-19 Prevention Protocol
- Make our COVID-19 Prevention Protocol available to employees, and to representatives of Cal/OSHA upon request
- Use GVA database to keep a record of and track all COVID-19 cases; information

may be made available as required by law, with personal identifying information removed

Return-to-Work Criteria

COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:

- 72 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications
- At least 10 days have passed since COVID-19 symptoms first appeared, and symptoms are gone
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test
- A negative COVID-19 test will not be required for an employee to return to work
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted; if no period was specified, then the period will be 14 days from the time the order to quarantine was effective

Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.

- Class Closure
 - If one or more students or staff members is confirmed to have COVID-19
- School Closure
 - If multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed case
- School Reopening
 - Schools may typically reopen after 14 days and the following have occurred: Deep cleaning and disinfection, Public Health investigation, consultation with the Stanislaus County Public Health Department
- All of these steps will be taken in consultation with the Stanislaus County Public Health Department

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA. Please specifically refer to 34 CFR § 99.3

- GVA will communicate with Stanislaus County Public Health any positive case information received
- In coordination with the Stanislaus County Public Health Officer, GVA will use our website, Email, and ParentSquare posts to communicate with affected stakeholders of potential virus exposure. This communication will be consistent with legal counsel guidance regarding the Family Educational Rights and Privacy Act.
- GVA Chief Executive Officer, Chief Operating Officer or Human Resources representative will communicate directly with affected staff members

Great Valley Academy Modesto
December 2020

	A Actual YTD Jul-Dec 20	B Revised Budget YTD Jul-Dec 20	C Estimated Balance of year Jan 21-Jun 21	D Revised Budget Balance of year Jan 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Aug-20	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	3,627,132	2,702,347	4,377,482	5,309,460	7,547,408	8,011,807	8,004,614
8100 · Federal Revenue	438,213	396,535	304,888	212,593	254,866	609,128	743,100
8300 · Other State Revenues	95,647	121,426	187,817	180,603	207,634	302,029	283,463
8600 · Other Local Revenue	46,155	144,600	85,433	190,600	417,200	335,200	131,588
8700 · Selpa	203,376	200,266	238,748	235,094	455,807	435,360	442,124
Total Income	4,410,522	3,565,173	5,194,368	6,128,350	8,882,916	9,693,524	9,604,890
Gross Profit	4,410,522	3,565,173	5,194,368	6,128,350	8,882,916	9,693,524	9,604,890
Expense							
1000 · Certificated Salaries	1,491,553	1,469,736	1,812,839	1,834,656	3,207,723	3,304,392	3,304,392
2000 · Classified Salaries	857,550	894,663	1,034,189	1,029,076	1,850,164	1,923,739	1,891,739
3000 · Employee Benefits	638,747	713,145	927,869	853,471	1,521,712	1,566,616	1,566,616
4000 · Books & Supplies	487,604	402,282	364,287	449,609	646,199	851,891	851,891
5000 · Services & Other Operating Exp	554,957	740,766	1,008,400	846,591	1,228,552	1,587,357	1,563,357
6000 · Capital Outlay	15,141	15,000	19,859	20,000	35,000	35,000	35,000
7430 · All Other Financing Uses	106,877	106,031	190,232	219,157	325,188	325,188	297,109
Total Expense	4,152,428	4,341,624	5,357,675	5,252,559	8,814,539	9,594,183	9,510,103
Net Ordinary Income	258,094	-776,450	-163,307	875,791	68,377	99,341	94,786

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	P1 5,116,004.56	4,918,596.30	4,944,530.78	4,480,104.75	3,972,930.39		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	136,371.03	136,371.03	136,371.03	0.00	1,215,969.91	4,545,701.00
EPA Funding	8012		0.00	417,679.00			417,679.00			417,679.00			0.00	417,679.00	1,670,716.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							72,491.00						66,707.00	139,198.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	20,024.20	0.00	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	15,675.50	42,677.80	196,251.40
LLMF Federal CR sec 110	8290			369,262.00			9,430.00							28,291.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,664.07	0.00	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	1,308.08	3,568.25	16,376.66
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550					14,945.00							0.00	0.21	14,945.21
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							44,163.29			42,748.33			46,052.88	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94									0.00	8,558.97
Uniform Sales	8638		1,089.01	(57.00)	13,845.00	2,774.00			1,250.00				1,098.99	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	4,004.20	3,104.07	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	2,891.73	44,596.38
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	405.21	5,402.19	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	8,192.60	66,991.69
Selpa	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.00	39,791.00	39,791.16	39,791.16	22,106.20	22,106.20	22,106.20	0.00	92,847.08	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	666,030.68	1,018,038.26	728,061.03	612,656.74	835,999.48	345,638.97	302,890.64	188,947.47	2,180,173.29	9,604,889.88
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	295,329.05	294,536.54	287,338.44	287,338.44	287,338.44	287,338.44	287,338.44	376,147.27	0.00	3,304,392.01
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	163,178.96	171,969.43	170,885.35	170,885.35	170,885.35	170,885.35	170,885.35	179,762.46	0.00	1,891,738.81
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	125,227.15	126,496.92	133,898.79	133,898.79	133,898.79	133,898.79	133,898.79	258,374.66	0.00	1,566,615.90
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	126,349.54	123,910.71	70,990.95	70,990.95	70,990.95	70,990.95	70,990.95	9,332.25	0.00	851,891.40
Services & Other Operating Expense	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	76,279.06	56,362.14	129,279.71	129,279.71	129,279.71	129,279.71	129,279.71	362,001.30	0.00	1,563,356.53
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	5,500.00	0.00	0.00	0.00	0.00	0.00	0.00	19,859.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	18,518.07	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	101,873.07	0.00	297,108.74
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,381.83	790,947.50	810,065.00	810,065.00	810,065.00	810,065.00	810,065.00	1,307,350.01	0.00	9,510,103.39
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(144,351.15)	227,090.76	(82,003.97)	(197,408.26)	25,934.48	(464,426.03)	(507,174.36)	(1,118,402.53)	2,180,173.29	94,786.49
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16	39,498.64	35,386.51								0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,116,004.56	4,918,596.30	4,944,530.78	4,480,104.75	3,972,930.39	2,854,527.86		

Great Valley Academy Salida
December 2020

	A Actual YTD Jul-Dec 20	B Revised Budget YTD Jul-Dec 20	C Actual Estimated Balance of year Jan 21-Jun 21	D Revised Budget Balance of year Jan 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	3,382,563	3,383,344	4,191,571	4,190,790	7,015,714	7,574,134	7,574,134
8100 • Federal Revenue	351,829	322,164	206,004	159,361	181,179	481,525	557,832
8300 • Other State Revenues	111,635	112,477	211,734	172,178	195,400	284,655	323,370
8600 • Other Local Revenue	9,478	143,425	21,645	173,325	371,750	316,750	31,123
8700 • SELPA	194,406	178,726	228,219	178,726	357,452	357,452	422,625
Total Income	4,049,912	4,140,137	4,859,172	4,874,380	8,121,496	9,014,516	8,909,084
Gross Profit	4,049,912	4,140,137	4,859,172	4,874,380	8,121,496	9,014,516	8,909,084
Expense							
1000 • Certificated Salaries	1,362,631	1,384,588	1,723,858	1,701,901	2,913,769	3,086,490	3,086,490
2000 • Classified Salaries	720,481	781,083	909,856	873,254	1,597,609	1,654,337	1,630,337
3000 • Employee Benefits	592,727	655,687	818,012	755,052	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	408,466	329,789	289,911	368,588	501,191	698,377	698,377
5000 • Services & Other Operating Exp	531,179	710,165	966,603	811,617	1,232,917	1,521,782	1,497,782
6000 • Capital Outlay	8,801	15,000	80,199	90,000	105,000	105,000	89,000
7430 • All Other Financing Uses	180,029	179,220	231,863	232,672	411,892	411,892	411,892
Total Expense	3,804,314	4,055,533	5,020,302	4,833,084	8,088,832	8,888,616	8,824,616
Net Ordinary Income	245,598	84,604	-161,130	41,296	32,664	125,900	84,468

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,572,535.19	3,266,587.18	2,950,866.90	2,531,158.62	2,068,702.00		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	306,299.85	183,779.91	183,779.91	183,779.91	0.00	1,900,664.42	6,125,997.00
EPA Funding	8012		0.00	42,547.00			42,547.00			44,054.00			0.00	41,040.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	160,284.67	80,142.33	80,142.33	80,142.33	80,142.33	1,144,889.00
Selpa Prop Tax	8097							72,491.00						60,569.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	14,719.50	0.00	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	33,098.10	147,912.26
LLMF Federal CR sec 110	8290			300,346.00			8,395.00							0.00	308,741.00
State Food Revenue	8520			2,367.25	0.00	1,227.88	0.00	997.56	997.56	997.56	997.56	997.56	997.56	2,762.36	12,342.85
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550					14,347.00							0.00	68.30	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										33,581.00	96,971.00
Lottery	8560							44,163.29			42,748.33			40,729.38	127,641.00
Lottery, prop 20	8561													41,696.06	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)									0.00	30,303.34
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,709.29	3,323.84	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,966.87	18,411.17
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	66.05	1,256.30	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,677.65	12,711.84
Selpa	8792	21,131.00	21,131.00	21,131.00	16,905.00	76,072.00	38,036.00	35,218.75	35,218.75	35,218.75	12,678.75	12,678.75	10,723.57	86,481.68	422,625.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	751,809.72	736,226.14	810,493.00	449,061.56	439,289.29	335,301.28	292,552.95	106,817.86	2,425,656.15	8,909,083.82
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	277,011.25	281,895.76	270,744.69	270,744.69	270,744.69	270,744.69	270,744.69	370,134.80	0.00	3,086,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	132,212.27	132,054.27	144,708.68	144,708.68	144,708.68	144,708.68	144,708.68	186,312.95	0.00	1,630,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	117,202.69	117,798.11	122,672.99	122,672.99	122,672.99	122,672.99	122,672.99	204,647.08	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	115,339.09	116,333.49	55,198.07	55,198.07	55,198.07	55,198.07	55,198.07	13,920.54	0.00	698,376.80
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	46,519.03	116,548.21	123,815.14	123,815.14	123,815.14	123,815.14	123,815.14	347,527.44	0.00	1,497,781.69
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	0.00	0.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,199.00	0.00	89,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	30,678.97	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	82,512.78	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	718,963.30	794,499.83	755,009.57	755,009.57	755,009.57	755,009.57	755,009.57	1,245,254.59	0.00	8,824,616.26
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	32,846.42	(58,273.69)	55,483.43	(305,948.01)	(315,720.28)	(419,708.28)	(462,456.61)	(1,138,436.73)	2,425,656.15	84,467.56
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	0.00									850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00									
Note Payable for Curriculum From Modesto (to Modesto)	\$ -														
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,572,535.19	3,266,587.18	2,950,866.90	2,531,158.62	2,068,702.00	930,265.28		

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
February 22, 2021 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/84191220249?pwd=bmt2bmk4S3F5Sy80R3I1VzNwMmRBUT09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 84191220249. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

- a. PUBLIC PARTICIPATION**
- b. MODESTO PRINCIPAL REPORT**
- c. SALIDA PRINCIPAL REPORT**
- d. HOMESCHOOL PRINCIPAL REPORT**
- e. CHIEF OPERATING OFFICER'S REPORT**
- f. CHIEF EXECUTIVE OFFICER'S REPORT**
- g. FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of January 25, 2021
- b. Approval of 2nd Interims– Modesto
- c. Approval of 2nd Interims - Salida

e. ACTION ITEMS

- a. Approval of Site Safety Plan - Modesto
- b. Approval of Site Safety Plan– Salida
- c. Approval of 2021-2022 SCOE Master Agreement
- d. Approval of Policy #2021.059 Injury & Illness Prevention Plan

f. INFORMATION AND DISCUSSION

- a. Monthly Financials
- b. SCOE Annual Update

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – March 29, 2021

~4:30 pm Via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

February 23rd, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Jan. 19- Feb. 11]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	68	65.176	95.93%	68.457	96.99%
1	75	71.058	95.72%	75.085	96.42%
2	82	79.764	97.27%	80.438	97.32%
3	86	82.294	95.81%	84.238	96.94%
4	72	67.117	94.21%	67.552	95.36%
5	92	88.058	95.71%	89.771	96.11%
6	100	96.588	96.58%	98.533	97.05%
7	91	89.176	98.24%	89.523	98.41%
8	86	81.882	95.21%	84.409	96.18%
Total	752	721.117	96.13%	738.009	96.79%

2. Key Accomplishments:

- NWEA Remote Testing - Students showed growth
- Continuation of distance learning processes
- high distance learning engagement
- Tech Equipment installed in all classrooms to allow for live streaming of lessons
- K-6 Hybrid Cohorts on Campus
- Finalizing all Classrooms with Tech Equipment
- Ruehle interview with Authors
- Safety Practices continue to be followed well

3. Upcoming Key Events/Activities:

- Awaiting Hybrid Start Date for 7-8
- Update to health policy to include mandatory masks for K-2
- virtual camp sea lab for 6th grade with Monterey Bay Aquarium Ed Dept.
- Celebrating Dr. Seuss Week
- Spirit week after Spring Break
- Collecting Photos for Yearbook and finalizing Yearbook
- Picture Day Feb. 22-26
- Community Site Leadership Meeting Feb. 23rd

Great Valley Academy Salida

Charter School Monthly Summary Report

February 22, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Dates reflected for attendance are 02/01/21-02/12/21

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA %
K	85	81.56	95.69	86.21	96.31
1	80	77.44	96.80	81.92	97.60
2	93	90.22	97.01	91.81	97.13
3	89	87.00	97.14	89.44	97.80
4	89	87.55	98.37	88.25	98.66
5	87	83.78	96.29	86.89	97.35
6	88	85.33	96.60	88.39	97.38
7	80	76.56	95.42	80.39	95.67
8	85	82.33	96.10	88.77	95.25
Total	776	751.78	96.62	782.07	97.02

2. Key Accomplishments:

- a. K-6 students continue to successfully engage in hybrid model
- b. Health protocols continue to function well and limit exposure to students and staff
- c. NWEA testing running smoothly
- d. Parent/teacher conferences went well
- e. Digital enrollment meetings provide flexibility for parents and efficiency for staff

3. Upcoming Key Events/Activities:

- a. Preparing for the return of junior high students
- b. Student pictures
- c. Enrollment lottery
- d. Spring Break
- e. Virtual 6th Grade Science Camp

Great Valley Academy Homeschool

Charter School Monthly Summary Report

February 22, 2021

Reporting Dates: 12/2/2020-1/8/2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	15	15	100	14.4	98
1	14	14	100	14.2	98.9
2	12	11.9	99.3	12	99.2
3	12	11.9	99.3	13.1	98.3
4	10	10	100	9.8	99.7
5	12	11.8	98.7	11.6	99.4
6	8	7.4	100	7.7	99.6
7	11	11	100	10.8	99.6
8	7	6.2	96.4	5.8	94.5
Total	101	99.3	99.4	99.8	98.7

2. Key Accomplishments:

- a. January 25th – Remote NWEA Testing Begins
- b. January 29th – AWR Due Date
- c. February 2nd – New Family Orientation
- d. February 8th – Teacher In-Service
 - d.i. Focused on NWEA Data and how to use it to support student growth
 - d.ii. Project Based Learning and other resources to support families finishing curriculum
- e. February 12th – Staff training webinar on Reading A-Z updates

3. Upcoming Key Events/Activities:

- a. March 2nd – New Family Orientation – Last opportunity to enroll for this year
- b. March 22nd – 26th – Spring Break

Chief Operating Officer's Report
February 22, 2021
Board Meeting



Process and Policy Updates

- ❖ Injury & Illness Policy – For Board Approval
- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Student and Employee Handbook Reviews – Spring 2021

Multi-Campus Responsibilities

- ❖ Enrollment Season Marketing Initiatives – In Progress
- ❖ Planning & Preparation for 7th & 8th Grade Students Return to Campus – In Progress
- ❖ Evaluate Property and Liability Insurance Options for 21/22 – In Progress
- ❖ Multi Year Budget Projections – In Progress
- ❖ Launch of SchoolWise Parent Portal – In Progress
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Hybrid Schedule – Ongoing
- ❖ Chromebook Management – Ongoing
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Spring 2020
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ January 2021
 - ❑ 2,487 Users Visited (94.7% New/5.3% Returning)
 - ❑ 7,641 Page Views
 - ❑ Users Averaged 1:40 Minutes on the Site
 - ❑ 63.29% Mobile – 35.02% Desktop – 1.69% Tablet
 - ❑ Type: Organic 47.7% – Direct 25.7% – Referral 1.9% – Social 24.7%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ SSC Governor Budget Review – May 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ Charter Safe COVID Webinars – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing



Chief Executive Officer's Report
February 22, 2021
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Bi-Weekly SCOE Superintendent meetings
- SCOE Board Presentation-GVA Modesto update

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process
- Development and implementation of staff mental health service provision
- Development and implementation of student/parent mental health service provision
- Coordination of staff vaccination access
- Reopen (Jr. High) planning



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Ne teacher's aide added to staff
- Expanded into adjoining suite
- Chris is moving out of state, principal recruiting process will begin in February

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes



Founders Report
Great Valley Academy School Board
February, 22, 2021

Vision examinations for staff and on campus students are done on a weekly basis.

GVS is still in remote learning mode. Even though this is challenging, the GVS staff continues to have about a 75% student participation rate between the two campuses. We are coordinating schedules with teachers and other support staff to provide a great educational opportunity without undue stress on students or their families.

Staff trainings have continued with the GVS staff and Lindsey Duran, a teacher in Salida.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques used by classroom teachers for their students. They are also being adapted to train teachers in the importance of brain development.

I recently was contacted by John Rossi, MD, a practicing neurologist from Conroe, Texas. He has been teaching a high school chemistry class as a neuroscience/education experience. We have had several conversations about GVA's philosophy and he wanted to speak to one of our teachers. I passed his contact information to Mrs. DeVisser for follow up.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
January 25, 2021

MINUTES

Members Present: Steve Payne, Twila Tosh, Chad Wolf, Vince Jamison, Susan Nisan, Yolanda Meraz

Members Absent: None

Great Valley Academy Staff Present: Leah Silvestre Franklin, Marisa Meeks, Dr. Eldon Rosenow, Michael Ruehle, Russ Howell, Christine Frost, David Franklin

Audience Present: None

Call to Order: The meeting was called to order at 4:30 p.m.

Pledge of Allegiance: Mr. Payne welcomed everyone and led the Pledge of Allegiance.

Communications: **COMMUNICATIONS**

Written

Communications:

- a. David Franklin presented Letter of Appreciation from all GVA Campuses-Staff to Leah Silvestre Franklin and Marisa Meeks for their outstanding work during the COVID 19 challenges.
- b. Annual audit letter from Nigro & Nigro

Modesto

Principal's Report: Mr. Ruehle spoke about the 6th grade teams Virtual Camp Sea Lab. It will be a 1 week camp using Monterey Bay Aquarium. There is also an art competition for the design of the shirts.

Salida

Principal's Report: Mr. Howell spoke about all the positive feedback from the Junior High Survey that was done by staff and parents. They are looking into helping with the social and emotional needs of the students.

Homeschool

Principal's Report: Ms. Frost spoke about the success of the reading intervention program and how they have been able to help those students with the greatest need.

MINUTES

Regular Meeting of the Board

January 25, 2021

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Chief Operating

Officer's Report:

Mrs. Meeks talked about enrollment season and the changes that have been made to do it virtually. There will be 6 Zoom webinar/registration events for each campus. Postcards have been sent out and have had a great impact for both campuses.

Chief Executive

Officer's Report:

Ms. Silvestre Franklin spoke about mental health services and how direct services will be provided for parents and students. Staff counseling has begun and response has been positive. She also reported that she is working with public health and the County office regarding COVID-19 vaccinations for school staff. Timing is unknown as the County is waiting for larger quantities of the vaccine to become available.

Founder's Report:

Dr. Rosenow and his team continue to work on making videos with his staff.

Approval of Agenda/

Order of Agenda:

The motion was made by Mr. Jamison, seconded by Mrs. Tosh approving the Agenda/Order of Agenda. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mr. Jamison approving the consent agenda items. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

January 25, 2021

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Action Items:

ACTION ITEMS

- a. The motion was made by Mrs. Tosh, seconded by Mr. Jamison approving the Form 990. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

- b. The motion was made by Mr. Wolf, seconded by Mr. Payne approving the Modesto Budget Revision. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

- c. The motion was made by Mr. Jamison, seconded by Mrs. Meraz approving the Salida Budget Revision. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

- d. The motion was made by Mrs. Tosh, seconded by Mrs. Nisan approving the COVID Safety Plan. A roll call vote was taken.

AYES: Tosh, Wolf, Payne, Jamison, Nisan, Meraz

NOES: None

ABSENT: None

ABSTENTIONS: None

Information and

Discussion:

Monthly Financials

Cash reserves are healthy for both campuses.

MINUTES

Regular Meeting of the Board

January 25, 2021

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Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – February 22, 2021

Adjournment:

The meeting was adjourned at 5:14 p.m.

Great Valley Academy-Modesto Campus
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED & RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,547,408	7,976,270	4,248,617	7,976,270
2) Federal Revenue	8100-8299	254,866	834,768	478,878	834,768
3) Other State Revenue	8300-8599	207,635	321,184	183,757	321,184
4) Other Local Revenue	8600-8799	873,007	521,720	291,489	521,720
5) TOTAL REVENUES		8,882,916	9,653,942	5,202,741	9,653,942
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	3,207,723	3,499,543	1,792,582	3,499,543
2) Classified Salaries	2000-2999	1,850,164	1,756,738	1,006,652	1,756,738
3) Employee Benefits	3000-3999	1,521,712	1,573,623	777,889	1,573,623
4) Books and Supplies	4000-4999	646,199	1,061,169	505,297	1,061,169
5) Services & Other Operating Exp	5000-5999	1,228,552	1,307,221	678,686	1,307,221
6) Capital Outlay	6000-6999	35,000	35,000	15,141	35,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299	325,188	325,188	124,548	325,188
	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		8,814,538	9,558,482	4,900,795	9,558,482
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		68,378	95,460	301,946	95,460
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses					
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	0	0	0	0
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		68,378	95,460	301,946	95,460
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	8,079,475	8,079,475		8,079,475
b) Audit Adjustments	9793	(93,389)	(93,389)		(93,389)
c) As of July 1, Audited (F1a + F1b)		7,986,086	7,986,086		7,986,086
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		7,986,086	7,986,086		7,986,086
2) Ending Balance, June 30 (E + F1e)		8,054,464	8,081,546		8,081,546

Great Valley Academy-Modesto Campus
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,407,518	7,836,380	4,169,764	7,836,380
2) Federal Revenue	8100-8299	0	0	0	0
3) Other State Revenue	8300-8599	153,274	156,468	52,245	156,468
4) Other Local Revenue	8600-8799	417,200	79,596	48,322	79,596
5) TOTAL REVENUES		7,977,992	8,072,444	4,270,331	8,072,444
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,958,356	3,230,176	1,696,198	3,230,176
2) Classified Salaries	2000-2999	1,659,502	1,516,076	838,939	1,516,076
3) Employee Benefits	3000-3999	1,390,887	1,432,798	710,251	1,432,798
4) Books and Supplies	4000-4999	267,885	518,189	109,286	518,189
5) Services & Other Operating Exp	5000-5999	679,061	473,230	415,997	473,230
6) Capital Outlay	6000-6999	35,000	35,000	15,141	35,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299 7400-7499	212,052 0	212,052 0	123,702 0	212,052 0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		7,202,743	7,417,521	3,909,514	7,417,521
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		775,249	654,923	360,817	654,923
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	(594,819)	(447,411)	0	(447,411)
4) TOTAL, OTHER FINANCING SOURCES/USES		(594,819)	(447,411)	0	(447,411)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		180,430	207,512	360,817	207,512
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	7,967,423	7,967,423		7,967,423
b) Audit Adjustments	9793	(93,389)	(93,389)		(93,389)
c) As of July 1, Audited (F1a + F1b)		7,874,034	7,874,034		7,874,034
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		7,874,034	7,874,034		7,874,034
2) Ending Balance, June 30 (E + F1e)		8,054,464	8,081,546		8,081,546

Great Valley Academy-Modesto Campus
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	139,890	139,890	78,853	139,890
2) Federal Revenue	8100-8299	254,866	834,768	478,878	834,768
3) Other State Revenue	8300-8599	54,361	164,716	131,512	164,716
4) Other Local Revenue	8600-8799	455,807	442,124	243,167	442,124
5) TOTAL REVENUES		904,924	1,581,498	932,410	1,581,498
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	249,367	269,367	96,384	269,367
2) Classified Salaries	2000-2999	190,662	240,662	167,713	240,662
3) Employee Benefits	3000-3999	130,825	140,825	67,638	140,825
4) Books and Supplies	4000-4999	378,314	542,980	396,011	542,980
5) Services & Other Operating Exp	5000-5999	549,491	833,991	262,689	833,991
6) Capital Outlay	6000-6999	0	0	0	0
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299 7400-7499	113,136 0	113,136 0	846 0	113,136 0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		1,611,795	2,140,961	991,281	2,140,961
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		(706,871)	(559,463)	(58,871)	(559,463)
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	594,819	447,411	0	447,411
4) TOTAL, OTHER FINANCING SOURCES/USES		594,819	447,411	0	447,411
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		(112,052)	(112,052)	(58,871)	(112,052)
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	112,052	112,052		112,052
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		112,052	112,052		112,052
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		112,052	112,052		112,052
2) Ending Balance, June 30 (E + F1e)		0	0		0

FISCAL YEAR 2020-2023
GENERAL FUND FINANCIAL PROJECTIONS

2/18/21 7:12 AM

Great Valley Academy
Modesto

Great Valley Academy Modesto		FISCAL YEAR 2021-2022				FISCAL YEAR 2021-2022				FISCAL YEAR 2022-2023					
		SOURCE FOR PROJECTION				Net increase unchanged from 1st interim. Revised MYP to be completed Spring 2021.				Net increase unchanged from 1st interim. Revised MYP to be completed Spring 2021.		SOURCE FOR PROJECTION			
Description	Account Codes	Projection Factors	Unrestr. 20-21 1st Yr. Proj.	Restr 20-21 1st Yr. Proj.	Total 20-21 1st Yr. Proj.	Projection Factors	Unrestr. 21-22 2nd Yr. Proj.	Restr 21-22 2nd Yr. Proj.	Total 21-22 2nd Yr. Proj.	Projection Factors	Unrestr. 22-23 3rd Yr. Proj.	Restr 22-23 3rd Yr. Proj.	Total 22-23 3rd Yr. Proj.		
Fund Balance-July 1 Estimated			\$7,967,423	\$112,052	\$8,079,475		\$8,081,546	\$0	\$8,081,546		\$8,217,941	\$0	\$8,217,941		
Unaudited Actual Adjustments			\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
July 1 Unaudited	9791		\$7,967,423	\$112,052	\$8,079,475		\$8,081,546	\$0	\$8,081,546		\$8,217,941	\$0	\$8,217,941		
Audit Adjustments	9793		(\$93,389)	\$0	(\$93,389)		\$0	\$0	\$0		\$0	\$0	\$0		
Adjustment for Restatements	9795		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Net Beginning Balance			\$7,874,034	\$112,052	\$7,986,086	\$8,081,546			\$0	\$8,081,546	\$8,217,941			\$0	\$8,217,941
Revenue Limit Sources	8010-8099	see notes	\$7,836,380	\$139,890	\$7,976,270	see notes	\$8,003,048	\$144,087	\$8,147,135	see notes	\$7,996,849	\$148,409	\$8,145,258		
Federal Revenues	8100-8299	see notes	\$0	\$834,768	\$834,768	see notes	\$0	\$244,062	\$244,062	see notes	\$0	\$248,384	\$248,384		
Other State Revenues	8300-8599	see notes	\$156,468	\$164,716	\$321,184	see notes	\$147,910	\$49,215	\$197,125	see notes	\$150,591	\$50,003	\$200,594		
Other Local Revenues	8600-8799	see notes	\$79,596	\$442,124	\$521,720	see notes	\$415,200	\$446,863	\$862,063	see notes	\$430,031	\$458,368	\$888,399		
Total Operating Revenues			\$8,072,444	\$1,581,498	\$9,653,942	\$8,566,158			\$884,227	\$9,450,385	\$8,577,471			\$905,164	\$9,482,635
Certificated Salaries	1000-1999	see notes	\$3,230,176	\$269,367	\$3,499,543	see notes	\$3,294,779	\$274,754	\$3,569,533	see notes	\$3,294,779	\$274,754	\$3,569,533		
Classified Salaries	2000-2999	see notes	\$1,516,076	\$240,662	\$1,756,738	see notes	\$1,546,397	\$245,475	\$1,791,872	see notes	\$1,546,397	\$245,475	\$1,791,872		
Employee Benefits	3000-3999	see notes	\$1,432,798	\$140,825	\$1,573,623	see notes	\$1,481,564	\$145,028	\$1,626,592	see notes	\$1,585,274	\$156,630	\$1,741,904		
Books and Supplies	4000-4999	see notes	\$518,189	\$542,980	\$1,061,169	see notes	\$400,225	\$274,000	\$674,225	see notes	\$372,115	\$274,000	\$646,115		
Services, Other Operating	5000-5999	see notes	\$473,230	\$833,991	\$1,307,221	see notes	\$839,070	\$449,445	\$1,288,515	see notes	\$808,735	\$449,445	\$1,258,180		
Capital Outlay	6000-6999	see notes	\$35,000	\$0	\$35,000	see notes	\$35,000	\$0	\$35,000	see notes	\$10,000	\$0	\$10,000		
Other Outgo	7100-7299 7400-7499	see notes	\$212,052	\$113,136	\$325,188	see notes	\$212,052	\$116,201	\$328,253	see notes	\$212,052	\$119,266	\$331,318		
Direct Support/Indirect Costs	7300-7399		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Total Operating Expenditures			\$7,417,521	\$2,140,961	\$9,558,482	\$7,809,087			\$1,504,903	\$9,313,990	\$7,829,352			\$1,519,570	\$9,348,922
Operating Excess (Deficit)			\$654,923	(\$559,463)	\$95,460	\$757,071			(\$620,676)	\$136,395	\$748,119			(\$614,406)	\$133,713
Transfers In	8910-8929		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Transfers Out	7600-7629		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Sources	8930-8979		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Uses	7630-7699		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Long Term Liability	9660-9669		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0		
Contrib. to Restricted Program	8980-8999		(\$447,411)	\$447,411	\$0		(\$620,676)	\$620,676	\$0		(\$614,406)	\$614,406	\$0		
Net Increase (Decrease) to Fund Balance			\$207,512	(\$112,052)	\$95,460	\$136,395			\$0	\$136,395	\$133,713			\$0	\$133,713
Ending Fund Balance			\$8,081,546	\$0	\$8,081,546	\$8,217,941			\$0	\$8,217,941	\$8,351,654			\$0	\$8,351,654
Recommended Reserve (Unr)	3.00%	\$242,173				\$256,985				\$257,324					
Reserve		\$8,081,546				\$8,217,941				\$8,351,654					
Reserve %		84.55%				88.23%				89.33%					

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2020-2021

UNRESTRICTED

REVENUES:

- 8010-8099** LCFF revenue is based on 886.43 ADA and 35.2% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299** No unrestricted federal programs
- 8300-8599** State Lottery projection of 886.43 ADA @ \$150
- 8600-8799** Revenue projection of Kids Care Fees and Fundraising is impacted by Distance & Hybrid Learning Systems

EXPENDITURES:

- 1000-1999** Salaries based on schedule - newly certificated teachers from classified category
- 2000-2999** Salaries based on schedule
- 3000-3999** Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999** Assumes text books and instructional materials for students, replacement of consumables. Additional costs of distance learning.
- 5000-5999** Assumes expenses based on 2020/21 mid-year projections actuals
- 6000-6999** Assumes facilities upgrades
- 7300-7399** Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999** Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099** Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
- 8100-8299** Revenue assumes Federal IDEA SELPA, LLMF and NSLP income Per 2020/21 Budget projections
- 8300-8599** Revenue assumes Restricted Lottery and State Food Program based on 886.43 ADA @ \$49
- 8600-8799** Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

- 1000-1999** Salaries based on schedule - Special Ed and LPSBG
- 2000-2999** Salaries based on schedule - Special Ed, Food Services and LPSBG
- 3000-3999** Assumes medical & retirement benefits for Special Ed, Food Service and LPSBG to certificated and classified salaries
- 4000-4999** Assumes purchase of materials for Special Ed, Food Services and LPSBG based on 2020/21 Budget projections plus LLMF
- 5000-5999** Assumes SCOE Indiv. Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections plus LLMF
- 6000-6999** Assumes no continued expenditures in this category
- 7100-7299/**
- 7400-7499** SELPA Insurance Pool per 2020/21 SCOE Budget projections
- 7300-7399** Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999** Assumes covering encroachments

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2021-2022

All assumptions are the same at 1st interim. MYP budget revisions will be completed in Spring 2021.

UNRESTRICTED

REVENUES:

- 8010-8099** LCFF revenue is based on 902.5 ADA and 43% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299** No unrestricted federal programs
- 8300-8599** State Lottery projection of 886.43 ADA @ \$150
- 8600-8799** Revenue projection of Kids Care Fees and Fundraising based on 2019/20 actual with growth

EXPENDITURES:

- 1000-1999** Salaries based on schedule
- 2000-2999** Salaries based on schedule
- 3000-3999** Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999** Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999** Assumes expenses based on 2019/20 actuals
- 6000-6999** Assumes facilities upgrades
- 7300-7399** Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999** Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099** Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
- 8100-8299** Revenue assumes Federal IDEA SELPA income Per 2020/21 SCOE Budget projections

8300-8599 Revenue assumes Restricted Lottery based on 886.43 ADA @ \$49
8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

1000-1999 Salaries based on schedule - Special Ed
2000-2999 Salaries based on schedule - Special Ed and Food Services
3000-3999 Assumes medical & retirement benefits for Special Ed and Food Service to certificated and classified salaries
4000-4999 Assumes purchase of materials for Special Ed and Food Services based on 2020/21 Budget projections
5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections
6000-6999 Assumes no continued expenditures in this category
7100-7299/
7400-7499 SELPA Insurance Pool per 2020/21 SCOE Budget projections
7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2022-2023

All assumptions are the same at 1st interim. MYP budget revisions will be completed in Spring 2021.

UNRESTRICTED

REVENUES:

8010-8099 LCFF revenue is based on 902.5 ADA and 43% unduplicated count (includes Charter in lieu tax amount)
8100-8299 No unrestricted federal programs
8300-8599 State Lottery projection of 902.5 ADA @ \$150
8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2021/22 budget projection with growth

EXPENDITURES:

1000-1999 Salaries based on schedule
2000-2999 Salaries based on schedule
3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
5000-5999 Assumes expenses based on 2021/22 budget projection
6000-6999 Assumes facilities upgrades
7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/21 SCOE Budget projections
8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/21 SCOE Budget projections
8300-8599 Revenue assumes Restricted Lottery based on 902.5 ADA @ \$49
8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/21 SCOE Budget projections

EXPENDITURES:

1000-1999 Salaries based on schedule - Special Ed
2000-2999 Salaries based on schedule - Special Ed and Food Services
3000-3999 Assumes medical & retirement benefits for Special Ed and Food Service to certificated and classified salaries
4000-4999 Assumes purchase of materials for Special Ed and Food Services based on 2021/22 Budget projections
5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees per 2020/21 SCOE Budget projections
6000-6999 Assumes no continued expenditures in this category
7100-7299/
7400-7499 SELPA Insurance Pool per 2020/21 SCOE Budget projections
7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

Great Valley Academy-Salida
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED & RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	7,015,714	7,547,696	4,100,927	7,547,696
2) Federal Revenue	8100-8299	181,179	591,967	370,553	591,967
3) Other State Revenue	8300-8599	195,401	323,370	193,958	323,370
4) Other Local Revenue	8600-8799	729,202	453,748	242,856	453,748
5) TOTAL REVENUES		8,121,496	8,916,781	4,908,294	8,916,781
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,913,769	3,236,489	1,626,893	3,236,489
2) Classified Salaries	2000-2999	1,597,609	1,630,337	842,463	1,630,337
3) Employee Benefits	3000-3999	1,326,454	1,410,739	716,718	1,410,739
4) Books and Supplies	4000-4999	501,191	733,026	430,646	733,026
5) Services & Other Operating Exp	5000-5999	1,232,917	1,282,891	628,868	1,282,891
6) Capital Outlay	6000-6999	30,000	90,000	9,610	90,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299	411,892	411,892	209,090	411,892
	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		8,013,832	8,795,374	4,464,288	8,795,374
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)		107,664	121,407	444,006	121,407
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses					
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	0	0	0	0
4) TOTAL, OTHER FINANCING SOURCES/USES		0	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		107,664	121,407	444,006	121,407
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	6,604,684	6,604,684		6,604,684
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		6,604,684	6,604,684		6,604,684
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		6,604,684	6,604,684		6,604,684
2) Ending Balance, June 30 (E + F1e)		6,712,348	6,726,091		6,726,091

Great Valley Academy-Salida
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

UNRESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	6,882,654	7,414,636	4,025,231	7,414,636
2) Federal Revenue	8100-8299	0	0	0	0
3) Other State Revenue	8300-8599	149,231	269,331	58,759	269,331
4) Other Local Revenue	8600-8799	371,750	31,123	10,414	31,123
5) TOTAL REVENUES		7,403,635	7,715,090	4,094,404	7,715,090
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	2,762,466	3,045,186	1,532,387	3,045,186
2) Classified Salaries	2000-2999	1,507,453	1,490,181	725,416	1,490,181
3) Employee Benefits	3000-3999	1,267,163	1,341,448	674,580	1,341,448
4) Books and Supplies	4000-4999	273,635	366,543	67,827	366,543
5) Services & Other Operating Exp	5000-5999	695,312	506,896	345,705	506,896
6) Capital Outlay	6000-6999	30,000	90,000	8,801	90,000
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299 7400-7499	360,000 0	360,000 0	209,090 0	360,000 0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		6,896,029	7,200,254	3,563,806	7,200,254
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		507,606	514,836	530,598	514,836
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	(305,196)	(298,683)	0	(298,683)
4) TOTAL, OTHER FINANCING SOURCES/USES		(305,196)	(298,683)	0	(298,683)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		202,410	216,153	530,598	216,153
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	6,509,938	6,509,938		6,509,938
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		6,509,938	6,509,938		6,509,938
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		6,509,938	6,509,938		6,509,938
2) Ending Balance, June 30 (E + F1e)		6,712,348	6,726,091		6,726,091

Great Valley Academy-Salida
2020-2021 Second Interim
General Fund
Revenues, Expenditures, and Changes in Fund Balance

RESTRICTED

Description	Object Codes	Original Budget (A)	Board Appr'd Operating Budget (B)	Actuals To Date (C)	Projected Yr Totals (D)
A. REVENUES					
1) Revenue Limit Sources	8010-8099	133,060	133,060	75,696	133,060
2) Federal Revenue	8100-8299	181,179	591,967	370,553	591,967
3) Other State Revenue	8300-8599	46,170	54,039	135,199	54,039
4) Other Local Revenue	8600-8799	357,452	422,625	232,442	422,625
5) TOTAL REVENUES		717,861	1,201,691	813,890	1,201,691
B. EXPENDITURES					
1) Certificated Salaries	1000-1999	151,303	191,303	94,506	191,303
2) Classified Salaries	2000-2999	90,156	140,156	117,047	140,156
3) Employee Benefits	3000-3999	59,291	69,291	42,138	69,291
4) Books and Supplies	4000-4999	227,556	366,483	362,819	366,483
5) Services & Other Operating Exp	5000-5999	537,605	775,995	283,163	775,995
6) Capital Outlay	6000-6999	0	0	809	0
7) Other Outgo (excluding Transfers of Indirect/ Direct Support Costs)	7100-7299	51,892	51,892	0	51,892
	7400-7499	0	0	0	0
8) Transfers of Indirect/Direct Support Costs	7300-7399	0	0	0	0
9) TOTAL EXPENDITURES		1,117,803	1,595,120	900,482	1,595,120
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9)					
		(399,942)	(393,429)	(86,592)	(393,429)
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In	8910-8929	0	0	0	0
b) Transfers Out	7610-7629	0	0	0	0
2) Other Sources/Uses		0	0	0	0
a) Sources	8930-8979	0	0	0	0
b) Uses	7630-7699	0	0	0	0
3) Contributions	8980-8999	305,196	298,683	0	298,683
4) TOTAL, OTHER FINANCING SOURCES/USES		305,196	298,683	0	298,683
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		(94,746)	(94,746)	(86,592)	(94,746)
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited	9791	94,746	94,746		94,746
b) Audit Adjustments	9793	0	0		0
c) As of July 1, Audited (F1a + F1b)		94,746	94,746		94,746
d) Other Restatements	9795	0	0		0
e) Adjusted Beginning Balance (F1c+F1d)		94,746	94,746		94,746
2) Ending Balance, June 30 (E + F1e)		0	(0)		(0)

FISCAL YEAR 2020-2023

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GENERAL FUND FINANCIAL PROJECTIONS

Great Valley AcademySalida

		FISCAL YEAR 2020-21 APPROVED BUDGET				FISCAL YEAR 2021-22 Net increase unchanged from 1st interim. Revised MYP to be completed Spring 2021.				FISCAL YEAR 2022-23 Net increase unchanged from 1st interim. Revised MYP to be completed Spring 2021.			
		SOURCE FOR PROJECTION				SOURCE FOR PROJECTION				SOURCE FOR PROJECTION			
Description	Account Codes	Projection Factors	Unrestr. 20-21 1st Yr. Proj.	Restr 20-21 1st Yr. Proj.	Total 20-21 1st Yr. Proj.	Projection Factors	Unrestr. 21-22 2nd Yr. Proj.	Restr 21-22 2nd Yr. Proj.	Total 21-22 2nd Yr. Proj.	Projection Factors	Unrestr. 22-23 3rd Yr. Proj.	Unrestr. 22-23 3rd Yr. Proj.	Unrestr. 22-23 3rd Yr. Proj.
Fund Balance-July 1 Estimated			\$6,509,938	\$94,746	\$6,604,684		\$6,726,091	\$0	\$6,726,091		\$6,765,795	\$0	\$6,765,795
Unaudited Actual Adjustments			\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
July 1 Unaudited	9791		\$6,509,938	\$94,746	\$6,604,684		\$6,726,091	\$0	\$6,726,091		\$6,765,795	\$0	\$6,765,795
Audit Adjustments	9793			\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Adjustment for Restatements	9795		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Net Beginning Balance			\$6,509,938	\$94,746	\$6,604,684		\$6,726,091	\$0	\$6,726,091		\$6,765,795	\$0	\$6,765,795
Revenue Limit Sources	8010-8099	see notes	\$7,414,636	\$133,060	\$7,547,696	see notes	\$7,667,832	\$125,545	\$7,793,377	see notes	\$7,848,810	\$128,836	\$7,977,646
Federal Revenues	8100-8299	see notes	\$0	\$591,967	\$591,967	see notes	\$0	\$178,287	\$178,287	see notes	\$0	\$180,978	\$180,978
Other State Revenues	8300-8599	see notes	\$269,331	\$54,039	\$323,370	see notes	\$143,520	\$49,315	\$192,835	see notes	\$143,520	\$49,315	\$192,835
Other Local Revenues	8600-8799	see notes	\$31,123	\$422,625	\$453,748	see notes	\$357,300	\$328,919	\$686,219	see notes	\$357,300	\$337,808	\$695,108
Total Operating Revenues			\$7,715,090	\$1,201,691	\$8,916,781		\$8,168,652	\$682,066	\$8,850,718		\$8,349,630	\$696,937	\$9,046,567
Certificated Salaries	1000-1999	see notes	\$3,045,186	\$191,303	\$3,236,489	see notes	\$3,106,090	\$195,129	\$3,301,219	see notes	\$3,106,090	\$195,129	\$3,301,219
Classified Salaries	2000-2999	see notes	\$1,490,181	\$140,156	\$1,630,337	see notes	\$1,519,985	\$142,959	\$1,662,944	see notes	\$1,519,985	\$142,959	\$1,662,944
Employee Benefits	3000-3999	see notes	\$1,341,448	\$69,291	\$1,410,739	see notes	\$1,435,349	\$74,141	\$1,509,490	see notes	\$1,535,824	\$77,848	\$1,613,672
Books and Supplies	4000-4999	see notes	\$366,543	\$366,483	\$733,026	see notes	\$435,431	\$180,519	\$615,950	see notes	\$381,879	\$198,571	\$580,450
Services, Other Operating	5000-5999	see notes	\$506,896	\$775,995	\$1,282,891	see notes	\$744,965	\$527,054	\$1,272,019	see notes	\$769,740	\$579,759	\$1,349,499
Capital Outlay	6000-6999	see notes	\$90,000	\$0	\$90,000	see notes	\$37,500	\$0	\$37,500	see notes	\$86,000	\$0	\$86,000
Other Outgo	7100-7299 7400-7499	see notes	\$360,000	\$51,892	\$411,892	see notes	\$352,491	\$59,401	\$411,892	see notes	\$360,000	\$54,691	\$414,691
Direct Support/Indirect Costs	7300-7399		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Total Operating Expenditures			\$7,200,254	\$1,595,120	\$8,795,374		\$7,631,811	\$1,179,203	\$8,811,014		\$7,759,518	\$1,248,957	\$9,008,475
Operating Excess (Deficit)			\$514,836	(\$393,429)	\$121,407		\$536,841	(\$497,137)	\$39,704		\$590,112	(\$552,020)	\$38,092
Transfers In	8910-8929		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Transfers Out	7600-7629		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Sources	8930-8979		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Uses	7630-7699		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Long Term Liability	9660-9669		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0
Contrib. to Restricted Program	8980-8999		(\$298,683)	\$298,683	\$0		(\$497,137)	\$497,137	\$0		(\$552,020)	\$552,020	\$0
Net Increase (Decrease) to Fund Balance			\$216,153	(\$94,746)	\$121,407		\$39,704	\$0	\$39,704		\$38,092	\$0	\$38,092
Ending Fund Balance			\$6,726,091	\$0	\$6,726,091		\$6,765,795	\$0	\$6,765,795		\$6,803,887	\$0	\$6,803,887
Recommended Reserve (Unr)	3.00%		\$231,453				\$245,060				\$250,489		
Reserve			\$6,726,091				\$6,765,795				\$6,803,887		
Reserve %			76.47%				76.79%				75.53%		

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2020-2021

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 850.94 ADA and 27.9% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 850.94 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising is impacted by Distance & Hybrid Learning Systems

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for students, replacement of consumables and add'l costs for dist. Learning
- 5000-5999 Assumes expenses based on 2020/21 mid-year projections actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA, LLMF and NSLP income Per 2020/2021 Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 850.94 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit-PS/RS per 2020/2021 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based schedule - Special Ed and Low Performing Student Support
- 2000-2999 Salaries based schedule - Special Ed, Food Services and Low Performing Student Support
- 3000-3999 Assumes medical and retirement benefits for resources applicable to certificated and classified salaries
- 4000-4999 Assumes purchase of materials for Special Ed, Food Services and LPSBG based on 2020/21 Budget projections plus LLMF
- 5000-5999 Assumes SCOE Indiv. Student Services and SELPA Administration Fees based on 2020/21 SCOE Budget projections plus LLMF
- 6000-6999 Assumes no continued expenditures in this category
- 7100-7299/
- 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
- 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

- 8980-8999 Assumes covering special ed encroachment

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2021-2022

All assumptions are the same as 1st interim. MYP budget revisions will be completed in Spring 2021.

UNRESTRICTED

REVENUES:

- 8010-8099 LCFF revenue is based on 855 ADA and 33.5% unduplicated count (includes Charter in lieu tax amount)
- 8100-8299 No unrestricted federal programs
- 8300-8599 State Lottery projection of 850.94 ADA @ \$150
- 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2019/2020 actual with growth

EXPENDITURES:

- 1000-1999 Salaries based on schedule
- 2000-2999 Salaries based on schedule
- 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
- 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
- 5000-5999 Assumes expenses based on 2019/2020 actuals
- 6000-6999 Assumes facilities upgrades
- 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

- 8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

- 8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
- 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/2021 SCOE Budget projections
- 8300-8599 Revenue assumes Restricted Lottery based on 850.94 ADA @ \$49
- 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/2021 SCOE Budget projections

EXPENDITURES:

- 1000-1999 Salaries based schedule - Special Ed

2000-2999 Salaries based on schedule - Special Ed and Food Services
 3000-3999 Assumes medical and retirement benefits for Special Ed and Food Service to certificated and classified salaries
 4000-4999 Assumes purchase of materials for Special Ed Services based on 2020/2021 Budget projections
 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees based on 2020/21 SCOE budget projections
 6000-6999 Assumes no continued expenditures in this category
 7100-7299/
 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
 7300-7399 Assumes no continued expenditures in this category
CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:
 8980-8999 Assumes covering encroachments

GREAT VALLEY ACADEMY:

Budget Assumptions for MYP

2022-2023

All assumptions are the same as 1st interim. MYP budget revisions will be completed in Spring 2021.

UNRESTRICTED

REVENUES:

8010-8099 LCFF revenue is based on 855 ADA and 33.5% unduplicated count (includes Charter in lieu tax amount)
 8100-8299 No unrestricted federal programs
 8300-8599 State Lottery projection of 855 ADA @ \$150
 8600-8799 Revenue projection of Kids Care Fees and Fundraising based on 2021/22 budget projection with growth

EXPENDITURES:

1000-1999 Salaries based on schedule
 2000-2999 Salaries based on schedule
 3000-3999 Assumes medical & retirement benefits applicable to certificated and classified salaries
 4000-4999 Assumes text books and instructional materials for additional students, replacement of consumables
 5000-5999 Assumes expenses based on 2021/22 budget projections
 6000-6999 Assumes facilities upgrades
 7300-7399 Mortgage interest per amortization schedule

CONTRIBUTIONS TO RESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments

RESTRICTED

REVENUES:

8010-8099 Revenue assumes SELPA Property Tax Transfer Per 2020/2021 SCOE Budget projections
 8100-8299 Revenue assumes Federal IDEA SELPA income Per 2020/2021 SCOE Budget projections
 8300-8599 Revenue assumes Restricted Lottery based on 855 ADA @ \$49
 8600-8799 Revenue assumes SELPA Special Ed Funding Exhibit per 2020/2021 SCOE Budget projections

EXPENDITURES:

1000-1999 Salaries based schedule - Special Ed
 2000-2999 Salaries based on schedule - Special Ed and Food Services
 3000-3999 Assumes medical and retirement benefits for Special Ed and Food Service to certificated and classified salaries
 4000-4999 Assumes purchase of materials for Special Ed Services based on 2020/2021 Budget projections
 5000-5999 Assumes SCOE Individual Student Services and SELPA Administration Fees based on 2020/21 SCOE budget projections
 6000-6999 Assumes no continued expenditures in this category
 7100-7299/
 7400-7499 SELPA Insurance Pool per 2020/2021 SCOE Budget projections
 7300-7399 Assumes no continued expenditures in this category

CONTRIBUTIONS FROM UNRESTRICTED PROGRAMS:

8980-8999 Assumes covering encroachments



Great Valley Academy-Modesto

2021-2022 Comprehensive School Safety Plan

This Comprehensive School Safety Plan was developed collaboratively with key stakeholders and adopted by the Great Valley Academy Board of Education on February 22, 2021

***Great Valley Academy Board Approval
Confirmed by:***

Name	Title	Signature	Date
<i>Steve Payne</i>	<i>Board President</i>		
<i>Leah Silvestre Franklin</i>	<i>CEO</i>		

This document is to be maintained for public inspection in the School Office during regular business hours.

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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all school districts operating any schools serving grades kindergarten through 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Education Code does not require charter schools to have a safety plan. GVA has taken the opportunity to have a safety plan in order to have specific procedures in place in case of an emergency.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures and procedures to allow a public agency to use school facilities for mass care and welfare shelters during an emergency
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination, harassment, intimidation and bullying School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules regarding access to school campus
- Rules and procedures on school discipline
- A crisis response plan
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or

designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

GVA recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Great Valley Academy, school administration offices and online at www.greatvalleyacademy.com

GVA Mission and Operating Principles

Vision

Great Valley Academy will meld neurological science and educational best practices to offer a superior learning alternative.

Mission

Learning adds quality to our lives. Each student will develop competence, caring and citizenship. We shall strive to inspire students to learn and to grow to their potential by:

1. Providing a quality education through a positive learning experience.
2. Working in partnership with the home and community to meet the individual needs of the student.
3. Developing the learning and social skills necessary for maximizing lifelong learning potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner – visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled and assessed.
- Highly trained, motivated teachers are essential.
- Parental involvement and support is an essential element of a quality educational experience.

GVA 5 Pillars

1. Great Valley Smart (GVS®)
2. Character Development
3. Climate: Safe/Loved/Learning
4. Mastery Learning
5. Highly Qualified and Dedicated Staff

Safety Plan Vision

To support the vision, mission and the five pillars of Great Valley Academy, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connections to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that potentially degrade our schools' social and physical climate.

Components of the Comprehensive School Safety Plan

GVA Safety Planning Team Members and Contributors

- Leah Silvestre Franklin, GVA CEO
- Mike Ruehle, Principal (August 2013-present)
- David Franklin, Vice Principal (August 2012-July 2014)
- Brianna de Visser, Vice Principal (August 2014-present)
- Chad Wolf, GVA Board
- Michelle Bond, GVA Kids Care Director
- Brent Gilbreath, GVA Maintenance
- Jennifer Farley, GVA teacher
- Lacey Cooper, GVA teacher
- Shelley Stewart, GVA parent and former MPD
- Russ Vorse, Premier Security
- K. Rausch, GVA student (graduated 2015)
- Bryan Jillson, GVA Head PE Teacher

Assessment of School Safety

An assessment of School Safety at GVA Modesto was conducted and included a review of survey data from the California Healthy Kids Survey (CHKS) and rates of disciplinary actions and truancy as collected through the California Department of Education Uniform Management Information Reporting System (UMIRS). Additional input was received from school administrators and law enforcement partners during the workshops conducted as part of the process to develop this safety plan. Reports from previously conducted physical site safety assessments were also reviewed.

Some of the key safety concerns raised during the assessment of school safety include:

- Signage
- Entrance and exits of the school
- Emergency procedures

Campus Safety Strategies and Programs

Education Code Section 32282(a)(2)(A)-(J)

GVA recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The CEO or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code Section 32282(a)(2)(A); Penal Code Section 11164 et seq.

GVA has a responsibility to protect students by facilitating prompt reporting of known and suspected incidents of child abuse and neglect. Specifically, California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance to **Child Protective Services (CPS)** immediately, or as soon as practically possible.

Child abuse should be reported immediately by phone, or as soon as practically possible, to the county **Child Protective Services** agency. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. This procedure is outlined in more detail in the Reporting Procedures section, below.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, coworker or other person shall not be a substitute for making a mandated report to **Child Protective Services**.

Definitions

1. “Child Abuse” or “neglect” includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

2. “Mandated Reporters” include, but are not limited to, teachers; instructional aides; teacher’s aides or assistants; designated classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program.
3. “Child Protective Agencies” are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse.

5. “Child” means any person under 18 years of age.

Reporting Procedures

1. **Step #1: Telephone Report.** Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to a child protective agency or law enforcement agency.
 - a. This report will include:
 1. The name of the person making the report.
 2. The name of the child.
 3. The present location of the child.
 4. The nature and extent of any injury.
 5. Any other information requested by the child protective agency, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
 - (i) When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.
 - b. If the agency asks the child be held until authorities arrive, the employee must remain with the child.
2. **Step #2: Written Report**
 - a. Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, “Suspected Child Abuse Report,” which includes a completed Department of Justice form (DOJ SS 8572). The DOJ SS 8572 Form is available at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.
 - b. The written report is to be addressed to the person to whom the telephone report was made.
3. **Step #3: Internal Reporting**
 - a. Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Campus Principal, Vice Principal or designee as soon as possible after the initial telephone report to the appropriate agency. The Campus Principal, Vice Principal, or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Campus Principal, Vice Principal, or designee may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the Campus Principal or Vice Principal.

- b. He/she may provide or mail a copy of the written report to the Campus Principal, Vice Principal or designee without his/her signature or name. Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Legal Responsibility and Liability

1. Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.
2. If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the child after a failure to report and could incur costs of defense and any subsequent damages to the child.
3. All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, the Charter School is not obligated to defend an employee who neglects or fails to make a required report.
4. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report shall be made by a member of the team selected by mutual agreement and a single written report made and signed by the selected member of the reporting team. However, if any member of the reporting team knows or should know that the selected member failed to make the report, that member thereafter has a duty to do make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Campus Principal, Vice Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form before removing a child from school grounds.

When School Employees are Accused of Child Abuse

Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Failure to report suspected child abuse may result in disciplinary action up to and including release from at-will employment.

Training

The Charter School shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning Charter School employees.

Notifications

The Campus Principal, Vice Principal or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters and their reporting obligations under Penal Code 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal

Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Campus Principal, Vice Principal or designee

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

The GVA Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The CEO or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Great Valley Academy emergency preparedness and crisis response plans are included in the appendices, and accomplish the following:

- **Appendix C: GVA Emergency Operations and Response**, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS, and
- **Appendix C.1: GVA Crisis Response Team with Contacts – Confidential** provides emergency contact information for district staff
- **Appendix C.2: GVA Emergency Response Procedures Flipchart – For Official Use Only (FOUO) Flipchart** describes detailed steps to be taken by all personnel and students for a safe and effective response to emergencies and provides specific evacuation procedures for the School Office and school sites developed with considerations for students with physical disabilities

(i) Earthquake and Multi-hazard Emergency Response Procedure System

GVA has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended “drop, cover and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the School Emergency Response Procedures flipcharts. These additional supporting plans are provided to school personnel as references and are not included as part of this public document.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and the acceptance of personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. This policy also states that staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The GVA Board has established policies and standards of behavior in order to promote learning and protect the safety and well being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes the guidelines, in accordance with state and federal law, Suspension and Expulsion Procedure.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office, and filed under Appendix D: Student and Parent Handbooks.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the CEO or designee, the CEO or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the CEO or designee of a threat of bodily harm, the CEO or designee shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The CEO or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination, Harassment, Intimidation and Bullying Policies

Additional code reference: Education Code 200-262.4

GVA's comprehensive prohibition of discrimination, harassment, and bullying across all school programs and activities states that the Board of Education is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of

one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are four that clearly define the expectations and procedures regarding occurrences of discrimination, harassment, intimidation and bullying:

GVA determines that district programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The CEO of GVA is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in harassment, including sexual harassment, of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

For campus-specific bullying and cyber-bullying policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

(F) School-wide Uniform Policy

Additional code reference: Education Code 35183

The GVA Board expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and appropriate to activities at school. The Board considers this to be a judgment area for the principal of each school and specific rules will be an administrative decision.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

- Allow students and staff to focus on learning
- Help eliminate student or staff judging each other because of brand names, etc.
- Improve the safety and security of the school
- Improve behavior and discipline in the school
- Help develop a sense of unity
- Ensure that appropriate clothing will be worn to school
- Emphasize the individuality of each child

For campus-specific uniform policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

(G) Procedure for Safe Ingress and Egress to and from School

Great Valley Academy has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- To assist students in safely crossing streets adjacent to or near school sites, the Board may establish a safety patrol. The CEO or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.
- GVA holds students accountable for conduct not only on campus but also on their way to and from school.
- GVA holds visitors accountable to signing in at the front office. Visitors will be asked to show identification if not recognized. Visitors will be asked to place a visitors label on their shirt.
- Checking students out of school. Parents will need to sign their child out and will be giving a B.Y.E. (Bridge to your home environment) slip to give to their child's teacher.
- Parents will be required to sign their child in at the office.
- GVA prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind, including when on their way to and from school.
- If a student flees campus staff personnel calls administration. Administration will call parents and Police Department to receive guidance.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in **Appendix C.2: GVA Emergency Response Procedures Flipchart**.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

(H)School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

GVA identifies school-wide standards for student conduct:

The GVA Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school trips.

The CEO or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of school rules related to conduct.

Refer to Student/Parent Handbook for Prohibited Behaviors.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, and contact with local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

At GVA, students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, tablets, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. Devices are turned off during class time and at any other time directed by a GVA employee.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

A school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

For a comprehensive description of conduct and student behavior expectations, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office, and filed under Appendix D: Student and Parent Handbooks.

GVA describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Additional Policies are listed below, which describe overarching discipline standards for specific area of concern. Violation of these items will result in student referral to campus administration and may lead to suspension or expulsion. These include:

(I) Hate Crime Reporting Procedures and Policies

The GVA Board desires to protect the right of every student to be free from hate-motivated behavior. The Board will promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. GVA prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the GVA shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Safety Plan Review, Evaluation and Amendment Procedures

The Great Valley Academy comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

Great Valley Academy adopted this annual comprehensive school safety plan at the regular meeting of the Board of Education as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Documented Safety Planning Process.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in Great Valley Academy front office.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the School Office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by GVA, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the GVA Board of Education and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in Government Code Section 6254.3.)
- Any appendices prepared to assess School Office and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt School Office operations.

According to the procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, reviewed only in a closed session of the GVA Board and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Documented Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date, Time	Attached Document <i>(description and location)</i>
GVA Site Safety Meeting	Nov. 13 th	Agenda
GVA Site Safety Meeting	Dec. 4 th	Agenda
GVA Site Safety Meeting	Dec. 18 th	Agenda
GVA Site Safety Meeting	Jan. 15 th	Agenda
GVA Site Safety Meeting	Jan. 29 th	Agenda
GVA Site Safety Meeting	Feb. 26 th	Agenda
GVA Site Safety Meeting	March 26 th	Agenda
GVA Site Safety Meeting	Apr. 9 th	Agenda
GVA Site Safety Meeting	Apr. 30 th	Agenda
GVA Site Safety Team Meeting	9/30/14 3:45 p.m.	Agenda

GVA Site Safety Team Meeting	10/28/14 3:45 p.m.	Agenda
GVA Site Safety Team Meeting	12/2/14 3:45 p.m.	Agenda
Charter Safe Active Shooter Webinar	2/5/15 3:30p.m.- 4:30p.m	Notes
Risk Free Management Safety Conference Presented by Young Minney & Corr.	2/24/15 9:00 a.m.-4:00 p.m.	Notes
Active Shooter Seminar	3/16/15	Notes Attendee: Michelle Bond
GVA Site Safety Team Meeting	3/31/15	Agenda
Site Safety Vulnerability Assessment	4/24/15	Assessment Results: Brent Gilbreath Michelle Bond Brianna de Visser
GVA Site Safety Meetings	9/25/15, 10/27/15, 11/17/15, 1/19/16, 3/22/16	Site Safety Team with agenda's and notes
Active Shooter Seminar	Dec. 2015	Michelle Bond Chad Wolf Brent Gillbreath
WTS consult	11/23/15	Chad Wolf, Michelle Bond, Brianna de Visser
WTS Training	8/2017	Training for in class lockdowns

WTS Feedback on Policy	1/2017	-WTS looked over Safety plan and stated we have all the appropriate plans in place.
WTS Training	5/2018	-WTS came onsite to do Safety Procedure Training with all staff
Site Safety Meetings	Ongoing Monthly	
Safety Consult Meeting	Winter/Summer 2020	-Roar training

Appendix B: Forms

Cover sheet only – insert all appropriate forms behind this page.

Included Forms:

- 1) Mandated Reporter Child Abuse Report Form

Appendix C: GVA Emergency Operations and Response

The following sections provide key information for crisis response for GVA. While this information represents the basic tools needed for an effective crisis response, GVA will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation will be referenced in this Comprehensive School Safety Plan as it is developed and implemented.

***Appendix C.1: GVA Crisis Response Team with Contacts –
Confidential***

Cover sheet only – insert the GVA Crisis Response Team Roster behind this page, except in any publicly distributed versions of this document.

***Appendix C.2: GVA Emergency Response Procedures Flipchart –
(For Official Use Only)***

Cover sheet only – insert the GVA Emergency Response Procedures Flipchart in preview format (un-cut and not assembled in flipchart folder) behind this page behind this page, except in any publicly distributed versions of this document.

Appendix D: Student and Parent Handbooks

This section shall include current copies of student and parent handbooks for Great Valley Academy.



Great Valley Academy-Salida

2021-2022 Comprehensive School Safety Plan

This Comprehensive School Safety Plan was developed collaboratively with key stakeholders and adopted by the Great Valley Academy Board of Education February 22, 2021

Great Valley Academy Board
Approval Confirmed by:

Name	Title	Signature	Date
<i>Steve Payne</i>	<i>Board President</i>		
<i>Leah Silvestre Franklin</i>	<i>CEO</i>		

This document is to be maintained for public inspection in the School Office during regular business hours.

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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all school districts operating any schools serving grades kindergarten through 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Education Code does not require charter schools to have a safety plan. GVA has taken the opportunity to have a safety plan in order to have specific procedures in place in case of an emergency.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures and procedures to allow a public agency to use school facilities for mass care and welfare shelters during an emergency
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination, harassment, intimidation and bullying School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules regarding access to school campus
- Rules and procedures on school discipline
- A crisis response plan
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March of each year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or

designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

GVA recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Great Valley Academy, school administration offices and online at www.greatvalleyacademy.com

GVA Mission and Operating Principles

Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner – visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled and assessed.
- Highly trained, motivated teachers are essential.
- Parental involvement and support is an essential element of a quality educational experience.

GVA 5 Pillars

1. Great Valley Smart (GVS®)
2. Character Development
3. Climate: Safe/Loved/Learning
4. Mastery Learning
5. Highly Qualified and Dedicated Staff

Safety Plan Vision

To support the vision, mission and the five pillars of Great Valley Academy, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connections to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that potentially degrade our schools' social and physical climate.

Components of the Comprehensive School Safety Plan

GVA Safety Planning Team Members and Contributors

- Russ Howell - Principal
- Roop Pannu -Vice Principal
- Kashni Wahid – Admin Intern
- Michelle Bond – GVA Kids Care Director
- Donnie Cook – Facilities Supervisor
- Nate Matthews – Facilities
- Stacy Schleigh – Administrator assistant

Campus Safety Strategies and Programs

Education Code Section 32282(a)(2)(A)-(J)

GVA recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The CEO or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code Section 32282(a)(2)(A); Penal Code Section 11164 et seq.

GVA has a responsibility to protect students by facilitating prompt reporting of known and suspected incidents of child abuse and neglect. Specifically, California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance to **Child Protective Services (CPS)** immediately, or as soon as practically possible.

Child abuse should be reported immediately by phone, or as soon as practically possible, to the county **Child Protective Services** agency. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. This procedure is outlined in more detail in the Reporting Procedures section, below.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, coworker or other person shall not be a substitute for making a mandated report to **Child Protective Services**.

Definitions

1. “Child Abuse” or “neglect” includes the following:

- a. A physical injury inflicted by other than accidental means on a child by another person.
- b. Sexual abuse of a child.
- c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child or abuse in out-of-home care.

Child abuse and/or neglect includes both acts and omissions on the part of the responsible person.

2. "Mandated Reporters" include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; designated classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse.
5. "Child" means any person under 18 years of age.

Reporting Procedures

1. **Step #1: Telephone Report.** Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to a child protective agency or law enforcement agency.
 - a. This report will include:
 1. The name of the person making the report.
 2. The name of the child.
 3. The present location of the child.
 4. The nature and extent of any injury.
 5. Any other information requested by the child protective agency, including the information that led the Mandated Reporter to gain knowledge of or suspect child abuse.
 - (i) When the verbal report is made, the employee shall note in writing the name of the official contacted, the date and time contacted, and any instructions or advice received.

- b. If the agency asks the child be held until authorities arrive, the employee must remain with the child.

2. Step #2: Written Report

- a. Within 36 hours of making the telephone report, the employee shall complete and mail to the local child protective agency (or law enforcement as appropriate) a written report, "Suspected Child Abuse Report," which includes a completed Department of Justice form (DOJ SS 8572). The DOJ SS 8572 Form is available at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.
- b. The written report is to be addressed to the person to whom the telephone report was made.

3. Step #3: Internal Reporting

- a. Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Campus Principal, Vice Principal or designee as soon as possible after the initial telephone report to the appropriate agency. The Campus Principal, Vice Principal, or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Campus Principal, Vice Principal, or designee may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the Campus Principal or Vice Principal.
- b. He/she may provide or mail a copy of the written report to the Campus Principal, Vice Principal or designee without his/her signature or name. Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Legal Responsibility and Liability

- 1. Mandated Reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. This immunity shall apply even if the Mandated Reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his or her professional capacity or outside the scope of his or her employment.
- 2. If a Mandated Reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The Mandated Reporter may also be held personally liable for damages resulting from any injury to the

child after a failure to report and could incur costs of defense and any subsequent damages to the child.

3. All employees are subject to disciplinary action for failure to report suspected child abuse pursuant to this policy. Moreover, the Charter School is not obligated to defend an employee who neglects or fails to make a required report.
4. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report shall be made by a member of the team selected by mutual agreement and a single written report made and signed by the selected member of the reporting team. However, if any member of the reporting team knows or should know that the selected member failed to make the report, that member thereafter has a duty to do make the report.
5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school

Release of Child to Peace Officer or Child Protective Services Agent

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Campus Principal, Vice Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from

school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form before removing a child from school grounds.

When School Employees are Accused of Child Abuse

Regardless of the identity of the suspected child abuser, the major responsibilities of Mandated Reporters are to: 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Failure to report suspected child abuse may result in disciplinary action up to and including release from at-will employment.

Training

The Charter School shall provide training to all new personnel regarding the obligations as Mandatory Reporters and the steps required to report suspected abuse. Child abuse reporting procedures are reviewed yearly for all returning Charter School employees.

Notifications

The Campus Principal, Vice Principal or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters and their reporting obligations under Penal Code 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Campus Principal, Vice Principal or designee

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

The GVA Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The CEO or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Great Valley Academy emergency preparedness and crisis response plans are included in the appendices, and accomplish the following:

- **Appendix C: GVA Emergency Operations and Response**, incorporates strategies

- of the Incident Command System (ICS), SEMS and NIMS, and
- **Appendix C.1: GVA Crisis Response Team with Contacts – Confidential** provides emergency contact information for district staff
- **Appendix C.2: GVA Emergency Response Procedures Flipchart – For Official Use Only (FOUO) Flipchart** describes detailed steps to be taken by all personnel and students for a safe and effective response to emergencies and provides specific evacuation procedures for the School Office and school sites developed with considerations for students with physical disabilities

(i) Earthquake and Multi-hazard Emergency Response Procedure System

GVA has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended “drop, cover and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the School Emergency Response Procedures flipcharts. These additional supporting plans are provided to school personnel as references and are not included as part of this public document.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and the acceptance of personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. This policy also states that staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The GVA Board has established policies and standards of behavior in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes the guidelines, in accordance with state and federal law, Suspension and Expulsion Procedure.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to the Student and Parent

Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office, and filed under Appendix D: Student and Parent Handbooks.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the CEO or designee, the CEO or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the CEO or designee of a threat of bodily harm, the CEO or designee shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The CEO or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination, Harassment, Intimidation and Bullying Policies

Additional code reference: Education Code 200-262.4

GVA's comprehensive prohibition of discrimination and harassment across all school programs and activities states that the Board of Education is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are four that clearly define the expectations and procedures regarding occurrences of discrimination, harassment, intimidation and bullying:

GVA determines that district programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Education shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The CEO of GVA is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in harassment, including sexual harassment, of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

For campus-specific bullying and cyber-bullying policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

(F) School-wide Uniform Policy

Additional code reference: Education Code 35183

The GVA Board expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and appropriate to activities at school. The Board considers this to be a judgment area for the principal of each school and specific rules will be an administrative decision.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

- Allow students and staff to focus on learning
- Help eliminate student or staff judging each other because of brand names, etc.
- Improve the safety and security of the school
- Improve behavior and discipline in the school
- Help develop a sense of unity
- Ensure that appropriate clothing will be worn to school
- Emphasize the individuality of each child

For campus-specific uniform policies, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office.

(G) Procedure for Safe Ingress and Egress to and from School

Great Valley Academy has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- To assist students in safely crossing streets adjacent to or near school sites, the Board may establish a safety patrol. The CEO or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.
- GVA holds students accountable for conduct not only on campus but also on their way to and from school.
- GVA holds visitors accountable to signing in at the front office. Visitors will be asked to show identification if not recognized. Visitors will be asked to place a visitors label on their shirt.
- Checking students out of school. Parents will need to sign their child out and will be giving a pass to give to their child's teacher.
- Parents will be required to sign their child in at the office.
- GVA prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind, including when on their way to and from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in **Appendix C.2: GVA Emergency Response Procedures Flipchart**.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

(H) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

GVA identifies school-wide standards for student conduct:

The GVA Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on school trips.

The CEO or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of school rules related to conduct.

Refer to Student/Parent Handbook for Prohibited Behaviors.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, and contact with local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

At GVA, students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, tablets, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. Devices are turned off during class time and at any other time directed by a GVA employee.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

A school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

For a comprehensive description of conduct and student behavior expectations, please refer to the Student and Parent Handbook distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the school office, and filed under Appendix D: Student and Parent Handbooks.

GVA describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The GVA Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Additional Policies are listed below, which describe overarching discipline standards for specific area of concern. Violation of these items will result in student referral to campus administration and may lead to suspension or expulsion. These include:

(I) Hate Crime Reporting Procedures and Policies

The GVA Board desires to protect the right of every student to be free from hate-motivated behavior. The Board will promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. GVA

prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the GVA shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Safety Plan Review, Evaluation and Amendment Procedures

The Great Valley Academy comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in March of each school year.

Great Valley Academy adopted this annual comprehensive school safety plan at the regular meeting of the Board of Education as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Documented Safety Planning Process.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in Great Valley Academy front office.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the School Office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by GVA, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the GVA Board of Education and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in Government Code Section 6254.3.)
- Any appendices prepared to assess School Office and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt School Office operations.

According to the procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “**For Official Use Only (FOUO)**”, reviewed only in a closed session of the GVA Board and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Documented Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date	
GVA Site Safety Meeting (Discussion of modifications to the flip chart)	1/9/20	
GVA Site Safety Meeting (Discussion of modifications to the flip chart-JH specific)	1/13/20-1/17/20 2/5/20	
GVA Site Safety Meeting (Discussion of hybrid learning/safety protocols)	10/5/20-10/9/20 10/19/20-10/23/20	10/5/20- 10/19/20

Appendix B: Forms

Cover sheet only – insert all appropriate forms behind this page.

Included Forms:

- 1) Mandated Reporter Child Abuse Report Form

Appendix C: GVA Emergency Operations and Response

The following sections provide key information for crisis response for GVA. While this information represents the basic tools needed for an effective crisis response, GVA will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation will be referenced in this Comprehensive School Safety Plan as it is developed and implemented.

***Appendix C.1: GVA Crisis Response Team with Contacts –
Confidential***

Cover sheet only – insert the GVA Crisis Response Team Roster behind this page, except in any publicly distributed versions of this document.

***Appendix C.2: GVA Emergency Response Procedures Flipchart –
(For Official Use Only)***

Cover sheet only – insert the GVA Emergency Response Procedures Flipchart in preview format (un-cut and not assembled in flipchart folder) behind this page behind this page, except in any publicly distributed versions of this document.

Appendix D: Student and Parent Handbooks

This section shall include current copies of student and parent handbooks for Great Valley Academy.

Date: February 14, 2021

To: District Superintendents
Chief Business Officials
SCOE Managers

From: Don Gatti Deputy Superintendent, Business Services

RE: Charges for contract services for 2021-2022

The following rates for contracted services provided by the Stanislaus County Office of Education have been set for the 2021-2022 fiscal year. We have endeavored to contain costs wherever possible. Some increases may be necessary in order to partially cover costs.

All services, unless otherwise specified, are available to all districts, charters, and other schools. In order to avail yourselves of the services, the master agreement needs to be submitted prior to service use. Many services are available without subscription. There are specific services, however, where we need your best estimate of your contracted usage in the upcoming year to ensure that we have the appropriate amount of staffing available. Failure to accurately estimate need could mean that we will not be able to provide you with the service due to lack of appropriate staffing.

As always, we appreciate your dedication to the families in Stanislaus County as both employers and educators. We strive to provide the excellence of service that supports your dedication.

**DISTRICTS: PLEASE RETURN COMPLETED MASTER AGREEMENT
TO Veronica Garnica, ROUTE #000
PRIOR TO MARCH 19, 2021**

SCOE DEPARTMENTS INCLUDE IN BUDGET PACKET SUBMISSION

If you have changes to your Master Agreement after it's been submitted please request a Master Agreement Amendment from Veronica Garnica at 238-1914.

STANISLAUS COUNTY OFFICE OF EDUCATION 2021-22 MASTER AGREEMENT

This Agreement, by and between the Stanislaus County Superintendent of Schools, hereinafter referred to as SUPERINTENDENT and the following school district, hereinafter referred to as DISTRICT, or SCOE Department, hereinafter referred to as DEPARTMENT is for the services that are specific in this Agreement and in the attached appendices pursuant to the following terms and conditions.

District/Department: _____

1. SUPERINTENDENT will perform or make available to DISTRICT OR DEPARTMENT those services that are specified in the appropriate appendices.
2. DISTRICT or DEPARTMENT will pay SUPERINTENDENT for services provided according to this Agreement.
3. For DISTRICTS, for all services unless otherwise stipulated on the service specific page, SUPERINTENDENT will transfer funds from DISTRICT in January for July - December, based off of estimates. Final transfer for the year will occur in June. Final transfer will be based on final data and will be adjusted for payments previously made.
4. Unless otherwise stated on the service specific page, fees based on ADA will be based on P-2 ADA as certified @ P-2.
5. For DEPARTMENTS, funds will be transferred on a monthly/yearly basis for services provided to DEPARTMENT based on the service.
6. This Agreement is for the 2021-22 fiscal year.
7. All services in this Agreement are available to all DISTRICTS and/or DEPARTMENTS unless otherwise noted on service specific page or by separate notification/Agreement. Failure to subscribe for a service does not negate terms of Agreement should the DISTRICT or DEPARTMENT utilize said service. Utilization of SCOE service constitutes agreement to abide by terms of this Agreement for said service including terms of payment.
8. This Agreement supersedes any previous agreement for services enumerated in this Agreement.
9. Amendments. Amendments may be made to this Agreement only upon agreement by BOTH SUPERINTENDENT and DISTRICT or DEPARTMENT. In such cases, an Amendment to Master

Agreement Form shall be completed and signed by both parties **prior** to service being rendered.

10. **Mutual Indemnification.** Subject to the limitation delineated below, the parties agree to defend, indemnify and hold harmless the other parties, their governing boards, officers, and employees from every claim or demand and every liability, loss, damage, cost, expense, action, cause of action, or judgment of any nature whatsoever, arising from the willful misconduct or negligent act or negligent omission of the other parties in the performance of this agreement.
11. **Limitation of Liability.** District agrees that should there arise any liability on the part of SCOE as a result of SCOE's breach of contract, negligent performance to any degree or negligent failure to perform any of SCOE's obligations pursuant to this agreement or any other legal duty, equipment failure, human error, or strict products liability, whether economic or non-economic, in contract or in tort, that SCOE's liability shall be limited to the amount of money District has paid SCOE pursuant to the terms of this agreement.
12. **Insurance.** The SCOE and District have and agree to maintain, in full force and effect, a policy or policies of insurance evidencing all coverages and endorsements necessary, in each party's sole discretion, for purposes of effectuating the purposes of this Agreement. An appropriate self-insurance program shall be acceptable. Copies of the certificates of insurance for each party shall be provided upon written request of any party to this Agreement.
13. **Independent Contractors.** The SCOE and District, in the performance of services pursuant to this Agreement, shall be and act as an independent contractor. Each party understands and agrees that it and all of its employees shall not be considered officers, employees or agents of either of the parties to this Agreement. Each party assumes the full responsibility for the acts and/or omissions of its employees as they relate to the services to be provided under this Agreement. Each party shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to the party's employees.
14. **Assignment.** This Agreement and the services provided herein shall not be assigned by the District or SCOE.
15. **Applicable Laws.** SCOE and District agree to comply with all laws, rules and regulations applicable to these services.
16. **Governing Law.** This Agreement shall be governed by the laws of the State of California, with venue in Stanislaus County, California.
17. **Entire Agreement.** This Agreement constitutes the entire agreement between SCOE and the District. However, it does not supersede any prior, current or subsequent written agreement entered into by SCOE and the District with regard to any alternative, additional, or specialized agreement between DISTRICT and SCOE.

SCOE SERVICES AVAILABLE

Service	Rate
BUSINESS AND HUMAN RESOURCE SERVICES	
1. Human Resources/NCLB ESSA Para Educator Test (2 Sessions)	\$20.00
2. Human Resources/Substitute Teacher Clearinghouse Certificate of Employability	\$25.00
Subsequent Arrest/Conviction notification	\$25.00
3. Maintenance Services (hourly shop rates) Skilled Maintenance Worker per hour	\$38.66
Utility Worker & Grounds per hour	\$35.38
4. School Attorney (DISTRICT SERVICE ONLY) Annual Cost per P-2 ADA	\$11.53
Additional Services	See Schedule
5. Substitute Placement Service Annual Cost per teacher	\$120.00
Annual Cost per Instructional Aide (SCOE only)	\$120.00
Supplemental Assignments (EACH ASSIGNMENT)	\$25.00
DELIVERY AND GRAPHICS SERVICES	
6. Graphics	Price quoted by job
7. Mailing, Handling & Delivery	See page for rates

EARLY CHILDHOOD EDUCATION /CHILD DEVELOPMENT SERVICES

8. Specialized Trainings to Support CDE / ELCD Programs

Topics:

Regulations and Compliance Surrounding Eligibility and Need	\$49 / participant for ½ day
Projecting and Earning Center-based Contracts	\$99 / participant for full day
Monitoring, Self-Assessment, and Program Evaluation	plus materials/supplies
General Program Administration	10 participants minimum

9. Specialized Trainings by Certified Trainers on Early Education / Child Development Tools

Topics:

Environmental Rating Scale (ERS)	\$50 / participant for ½ day
Classroom Assessment Scoring System (CLASS)	\$100 / participant for full day plus materials/supplies
Ages and Stages Questionnaire / Ages and Stages Questionnaire-Social/Emotional (ASQ/ASQ-SE)	15 Participants minimum
Desired Results Developmental Profile (DRDP)	
Program for Infant/Toddler Care (PITC)	
Strengthening Families (SF)	

10. Specialized Trainings to Support STEM in Early Education Classrooms

Topics:

Using Books to Infuse Engineering	\$50 / participant for ½ day
Loose Parts: Creating a Maker Space	\$100 / participant for full day plus materials/supplies
Coding Skills for Preschoolers	15 participants minimum
Math in the Preschool Classroom: It's More Than 1+1=2	
Technology in the Preschool Classroom: Moving Beyond Tablets and Computers	

11. Coaching for Early Education / Child Development Classrooms (listed per class)

Services (costs may be covered by CDE's Quality Counts California grant),
if not:

2 @ Pre-Assessments*	\$9,750 per class
2 @ Post-Assessments*	
9 @ On-site Coaching** Visit (Once per month)	

*Assessments include: CLASS, ERS, Quality Improvement Plan (QIP)

**Coaching focus areas include: ERS, CLASS, ASQ, CA F&F, DRDP

Number of coaching visits varies by need (\$750/day)

12. Intensive Coaching for Early Education / Child Development Classrooms (listed per class)

Services (must be in addition to item #9):

9 Days of On-site Coaching** Visits (Once per month) \$13,500 per class

9 Individualized On-Site Trainings (Once per month)

**Coaching focus areas include: ERS, CLASS, ASQ, CA F&F

Specialized Assessments (Services may be covered by CDE's Quality Counts CA grant), If not:

CLASS - per 4 cycle assessment/classroom (minimum 2 classrooms) \$400

ERS - per assessment \$750

13. Preschool Classroom Operation

Services:

To fully staff and operate an on-campus preschool classroom following California Title V and Title XXII regulations including applicable service hours and staff-student ratios. Compliant classroom and outdoor playground area to be provided by LEA free of charge to SCOE including no charges for rent, utilities, custodial, and landscaping. Classroom to be filled and maintained with 24 students in each class session (AM and PM) for a total of 48 students per classroom. Each class session will operate for 3 hours per day. Class sessions to be provided for 180 days per year. Classrooms to be staffed with 3 instructional service staff and 1 family service staff

\$266,717 per classroom of 48 preschool students

14. Community Needs Assessment

Services:

Consultation \$618

Focus Groups (Plan & Implement Focus Groups) \$2,470

Design & Development of full Community Needs Assessment \$9,500

Total Cost per County: \$12,588

15. Public Report

Services:

Consultation \$247

Design Public Report \$453

Create full public report \$1,813

Provide data templates, electronic copy, edit full report

Total Cost: \$2,513

16. Early Childhood Data Management System

Services:

Two half day trainings plus help desk support for one year \$1,030

Software use per child \$12.88

SPECIAL EDUCATION & HEALTH SERVICES

17. Assistive Tech Services

Lending Library - 60 day Use	\$50.00
Lending Library - Set Up Fees	\$250.00
Specialized Equipment Set Up only	\$100.00
Specialized Training half day/full day	Contact Tamara Cervantes @541-2361

18. Board Certified Behavior Analyst

1 day per week (36 days of service/year)	\$30,300.00
½ day per week (18 days of service/year)	\$15,150.00
¼ day per week (9 days of service/year)	\$7,575.00

19. Hearing Screening

Hearing checks/child	\$4.85
Students in wheelchairs/child	\$9.70

20. School Nurse – Existing Clients Only

1 day per week (36 days of service/year)	\$27,000.00
½ day per week (18 days of service/year)	\$13,500.00
½ day every other week (9 days of service/year)	\$6,750.00

21. School Psychologist

1 day per week (36 days of service/year)	\$28,850.00
½ day per week (18 days of service/year)	\$14,425.00
¼ day per week (9 days of service/year)	\$7,212.50
Additional one time single day-subject to availability	\$ 800.00

22. Trainings

Behavior and Instructional Support
Full day, 2 part, or 2-4 hour trainings
available

Contact Krissy Zapien@541-2215

HEALTH SERVICES FOR SCOE DEPARTMENTS ONLY

23. Educational Audiologist (SCOE Only)

1 day per week (36 days of service/year)	\$24,500.00
½ day per week (18 days of service/year)	\$12,250.00
¼ day per week (9 days of service/year)	\$6,125.00

24. LVN (SCOE Only)

1 day per week (36 days of service/year)	\$17,000.00
--	-------------

25. Registered Nurse (SCOE Only)

1 day per week (36 days of service/year)	\$20,000.00
--	-------------

INSTRUCTIONAL SUPPORT SERVICES

- | | |
|---|------------|
| 26. Learning to Teach Continuum (Teacher Induction) | |
| Tuition per Year per Teacher | \$3,000.00 |
| 27. Learning to Lead Continuum (Admin Induction) | |
| Tuition per Year per Administrator if SCOE Provides the Coach | \$3,500.00 |
| 28. Media Services | |
| California Streaming License per ADA | \$1.75 |

STUDENT EDUCATIONAL SERVICES

- | | |
|---|---|
| 29. Community School Education Services per ADA | District LCFF Rate calculated by grade span |
| 30. Outdoor Education | See Individual Contracts |

STUDENT WELLNESS AND SCHOOL SAFETY (Some trainings are available in a virtual format)

- 31. Mental Health and Suicide Prevention Trainings
 - Mental Health First Aid Training – 8 hrs (up to 30 people) (in person only)
 - Youth Mental Health First Aid - 6.5 hrs (up to 30 people) (in person only)
- 32. Suicide Prevention Training
 - Question, Persuade, Refer (QPR)- 1.5 hours (10-40 people recommended)
 - safeTALK - 3 hours (up to 30 people)
- 33. CPR/Pediatric First Aid Training - 6 hrs (up to 10 people)
- 34. Mindfulness Trainings
 - Growth Heartset: Culture of Caring - 4 hrs (up to 100 people)
- 35. Positive Behavior Intervention and Support (PBIS) & Behavioral Multi-Tiered Systems of Support (MTSS)
 - Standard Tier Training
 - Tier I "Universal" - four 6-hr training sessions, delivered throughout year one
 - Tier II "Targeted" - four 6-hr training sessions, delivered throughout year two
 - Tier III "Intensive" - four 6-hr training sessions, delivered throughout year three
 - Customized Targeted Coaching
 - PBIS/MTSS Hybrid Model (data-driven customized coaching) - 2.5 6 hr training sessions
 - PBIS/MTSS Implementation or Sustainability Customized Coaching
 - PBIS/MTSS Related Workshops (Half day to full day workshops)
 - PBIS for Classified Staff/District Leadership/New Team Members/Networking
 - Function of Behavior and Error Correction
 - Tier I Boosters
 - Tier II Boosters

STUDENT WELLNESS AND SCHOOL SAFETY CONTINUED

PBIS/MTSS Related Workshops (Continued)

- Prevent-Teach-Reinforce (PTR) Training
- Integrating Restorative Justice (RJ) into MTSS
- Integrating Trauma Informed Practices (TIPs) into MTSS
- School Wide Information System (SWIS) Training
- SWIS Team initiated Problem Solving (TIPs) Training

TECHNOLOGY AND LEARNING SERVICES

36. Information Systems:

QSS Accounting System and Laserfiche Business Management System

See Schedule

37. Technology Services (DISTRICT SERVICE ONLY)

Internet access via Fiber - Tier 1 (below 200 ADA)*

See Schedule

Internet access via Fiber - Tier 2 (above 200 ADA)*

See Schedule

URL/Web Filtering per internet connected devices**

\$5.00

QCC/Laserfiche access only **without** Internet via fiber (actual cost)

\$3,000.00

QCC/Laserfiche access only **without** Internet via VPN (actual cost)

\$4,200.00

Technician Services (Non-Engineering Services) per hour

\$ 60.00

Engineering Services per hour

\$110.00

*Palo Alto Firewall is included with internet access as a bundled service at no additional cost.

Infrastructure technical support for core hardware for school districts; IP addresses for districts and external DNS hosting. Price is delineated by Gbps purchased. See schedule

**Devices include: computers, laptops, tablets, chromebooks, etc. Consortium pricing is available for Dell hardware and virus protection

38. Canvas Learning Management (per account: teacher and student)

\$5.00

39. Leading Edge Certification - Online and Blended (per participant)

\$350.00

40. Leading Edge Certification Flex Program (per participant)

\$250.00

41. Technology Services (SCOE Departments Only)

See page for rates

42. Educational Technology - Customized Professional Development

Trainings: Google, O365, Adobe Suite, Ed Tech Workshops, Cybersecurity awareness, Robotics, Digital Citizenship, Classroom Coaching, Digital Badging, Training on Chromebooks and iPads for Education, Technology Integration and Pedagogy.

Half Day Training

\$450.00

Full Day Training

\$900.00

Contact Technology & Learning Resources Division for more information regarding services provided.

209-238-1400. <http://www.stancoe.org/division/technology-and-learning-resources/educational-technology-center-etc>

AUDIOLOGICAL SERVICES

The purpose of the Hearing Conservation program is to provide State mandated hearing screening for regular and special education students. Such service is provided on a contractual basis to districts and counties upon request. Specially equipped hearing vans travel from school site to school site providing these screenings. For more information, please contact Tami Cervantes at 541-2361.

The SCOE agrees to provide audiological services to DISTRICT or DEPARTMENT as shown in the following paragraphs.

SCOE will pay all costs of audiological services staff, including salary, fringe benefits, and travel costs if any.

DISTRICT or DEPARTMENT will pay for actual students screened by SCOE. Below is an estimate which will be trued up at year end.

	# of	Rate/person	Total \$
Number of regular ed. students screened			
Number of non-SDC SH students			
Number of SDC SH students screened			
Number of Wheel Chair students			
TOTAL:			

Acct. #	Amount
TOTAL:	

AUDIOLOGIST - EDUCATIONAL SERVICES

SCOE DEPARTMENTS ONLY

The SCOE agrees to provide educational audiologist services to DEPARTMENT as shown in the following paragraph. For more information, please contact Tami Cervantes 541-2361.

SCOE will pay all costs of educational audiologist, including salary, fringe benefits, testing supplies and materials, typing of audiological reports and travel costs, if any.

DEPARTMENT will provide accommodations for the educational audiologist to conduct client interview and perform other confidential duties.

Days per week	Rate	Total \$

Acct. #	Amount
TOTAL:	

BOARD CERTIFIED BEHAVIOR ANALYST

The SCOE agrees to provide board certified behavior analyst services to support student behavior plans, consult with staff and provide training as requested to DISTRICT or DEPARTMENT as shown in the following paragraph. For more information, please contact Tricia Kelly at 541-2215.

General Behavior Support may include: Functional Behavior Assessments of students with significant behavior concerns to determine need for specialized supports in both general education and special education. Consultation with teachers and support staff on individualized behavior supports for students requiring behavior support beyond what is offered in the classroom management system in the general education setting. Trainings for staff to review Behavior Intervention Plans (BIP) and strategies, which includes modeling/overlap support of behavior plan implementation with teacher or 1:1 support staff, monitoring the implementation of the BIP, and support with writing behavior goals as well as creation of materials or data sheets to track progress as needed.

SCOE will pay all costs of board certified behavior analyst services, including salary, fringe benefits, testing supplies and materials, behavioral intervention plans as necessary and travel costs, if any.

DISTRICT or DEPARTMENT will provide adequate accommodations for the behavioral intervention care management services to conduct client interviews and perform other confidential duties.

Days per week	Rate	Total \$

Acct. #	Amount
TOTAL:	

COMMUNITY SCHOOL SERVICES

The SCOE and DISTRICT are mutually interested in ensuring that educational opportunities are provided for all students in Stanislaus County. In order to avoid any disruption of services related to the transfer of students to SCOE's Alternative, Community, and Correctional Education schools and Services, SCOE agrees to provide Community School services to DISTRICT under the provisions of the terms of this agreement:

1. DISTRICT students will have access to the SCOE community school programs upon referral from the DISTRICT.
2. DISTRICT agrees to provide a DISTRICT initiated "SCOE Referral Form" for each student the DISTRICT refers to the SCOE Community School program.
3. DISTRICT shall use the "SCOE Referral Form" when referring students to SCOE under sections 1981(a), (b), and (d) of the California Education Code even when not expressly required by said code.
4. SCOE is required to report ADA earned by E.C. 1981 (a), (b), (d) students under the district of residence of said student. In the case of homeless students, the district of residence is the last district to provide educational services to said student, if known. If not known, the school district with the largest average daily attendance in the county that serves the grade level in which the homeless child would be enrolled is the District of Residence.
5. SCOE, in accordance with the Local Control Funding Formula, shall calculate the LCFF Transfer Rate by grade span using the latest LCFF data elements and exhibits published by CDE. Elements include but are not limited to COLA, GAP %, DISTRICT Unduplicated Pupil Count, Supplemental and Concentration percentage figures. Initial rates will be calculated using the SCOE FCMAT Calculator Local Tab 1. Final rates will use official CDE posted calculations at each apportionment certification.
6. DISTRICT agrees to the automated fund transfer of this LCFF rate generated under paragraph 5 using the automated transfer mechanism as developed by CDE.
7. The SCOE shall provide the DISTRICT with attendance reports showing the average daily attendance (ADA) for all referred students at each attendance certification period and CalPads Unduplicated Figures at the CalPads Recertification period.

Acct. #

EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS

ASQ/ASQ-SE	<p>Ages and Stages Questionnaires Training – This training provides information about the assessment, how it’s used, and how it provides developmental screening for children between birth and age six. Designed to pinpoint developmental progress and catch delays in young children.</p> <p>Ages and Stages Questionnaires- Social Emotional Training – This presentation provides staff with knowledge of the assessment and how to use the assessment to determine a child’s progress in the domain of social emotional development. Trainers may include information about how to talk to parents and resources available depending on the length of the training.</p>
CA-CSEFEL	<p>California Collaborative on the Social Emotional Foundations for Early Learning This comprehensive approach to promoting social-emotional competence is designed to help educators address challenging behaviors in children and develop safe and nurturing environments for all children. This training is taught in a series of five full day trainings. This training requires that program administration also participate in the teaching pyramid leadership meetings (6/year). Contact dept. for more information on the teaching pyramid course.</p>
CSEFEL Coaching	<p>CSEFEL Coaching - 2 hour visits monthly, 1 hour observation and 1 hour coaching focused on the teaching pyramid modules.</p>
CLASS	<p>Classroom Assessment Scoring System Overview Training – This short 1 hour training provides basic information about the CLASS tool and how it measures the quality of teacher child interactions.</p> <p>Classroom Assessment Scoring System Reliability Training – This intensive training covers each dimension in the tool thoroughly explaining the difference between a dimension and a domain. The participant will be eligible to complete the certification test after the completion of this training. 1.5 days of training for the infant tool; 2 days of training for the toddler tool; 3 days of training for the Pre-K tool.</p>
PreK CLASS	<p>PreK Class Group Coaching (MMCI) - Making the Most of Classroom Interactions - Can be taught as 12 (2 hour) sessions or as 6 (4 hour) sessions. Provides thoughtful discussion after viewing teachstone video one dimension at a time.</p>

EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS CON'T

DRDP **Desired Results Developmental Profile (2015) Teacher Training** – This full day training provides an overview of the DRDP format, the use of documentation and evidence to rate measures, and the importance of inter-rater reliability. Hands-on practice with sample portfolios is provided.

Desired Results Developmental Profile (2015) Meaningful Observations Training – This training delves into the purpose of observation, observing and collecting evidence, organizing an observation system, and the importance of reviewing and reflecting on documentation before completing the rating. This is a full day training.

ERS **Early Childhood Environment Rating Scale (ECERS)** – This training can be personalized for your particular needs. It can be provided as an overview of the entire preschool tool, or can focus on two or three areas of the environment. Provides support to sites that need to complete their “Summary of Findings” for CDE.

Infant/Toddler Environment Rating Scale (ITERS) - This training can be personalized for your particular needs. It can be provided as an overview of the entire infant/toddler tool, or can focus on two or three areas of the environment. Provides support to sites that need to complete their “Summary of Findings” for CDE.

PITC **Program for Infant Toddler Caregivers** - Taught from the four PITC Modules, this training can be customized to provide support in specific areas of the classroom. The goal of PITC training is to help infant/toddler care teachers recognize the crucial importance of giving tender, loving care and assisting in the infants' intellectual development through an attentive reading of each child's cues.

Family Child Care Environment Rating Scale (FCCERS)

Strengthening The Strengthening Families Framework – This training is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. Focusing on the five universal family strengths identified in the Strengthening Families Protective Factors Framework, early childhood educators can better engage, support, and partner with parents in order to achieve the best outcomes for children.

Using Books to Infuse Engineering into the Pre-K Classroom – This training encourages teachers to use children’s books to create projects in their classrooms that allow for the basic engineering concept of Think, Build, Try, Revise, Share.

Loose Parts: Creating a Maker Space – The popular maker space idea is built on loose parts. In this training staff will be challenged to think about how they can incorporate an open ended area in their classrooms. Loose Parts ideas will be shared and teachers able to walk away ready to implement on Monday morning.

Coding Skills for Preschoolers – Coding is the way of the future! Staff will be ready to share with young children the basic concepts of patterns in coding and how pictures have meaning all in a play-based approach that is developmentally appropriate.

Math in the Preschool Classroom: It’s More than 1+1=2 – Not everyone loves math, but we can still share math skills with young children. Staff will learn fun ways to incorporate math terms like subitize and one to one correspondence into their lesson plans.

Technology in the Preschool Classroom Moving Beyond Tablets and Computers - Staff will be inspired to use technology in appropriate and interesting ways in the classroom as they tinker with a variety of technology components. Preschool staff will learn how to use current technology to enhance their curriculum.

Your Inner Wacky Scientist – What science activities are appropriate for preschool children beyond sink and float? This training will provide activity ideas, enhance vocabulary, and prompt teaching staff to ask thought provoking questions to the young scientists in their classroom.

Acct. #

INFORMATION SYSTEMS

The SCOE agrees to provide school information systems to DISTRICT as shown in the following paragraphs. SCOE shall provide to DISTRICT those usual and customary electronic data processing support services necessary to support the services specified in the basic agreement. Services shall include the following:

1. Technical support:
 - a. QSS/Oasis System includes: Payroll, Retirement, Finance, Requisition Routing, Purchase Orders, Accounts Payable, Accounts Receivable, Human Resources, Position Control, Benefits Management, Absence Tracking, Fixed Assets, Stores, Invoicing & Billing Management (IBM) and Employee Self-Service (ESS Online)
 - b. Laserfiche Business Management System
2. Hosted virtual servers
3. Printing of payroll warrants
4. Printing of general expense warrants
5. Printing of W-2s/1099s
6. Use of computer programs available on July 1 of the fiscal year of this Agreement, or made available during the fiscal year of this agreement
7. Training to DISTRICT personnel by SCOE staff specific to the software systems in use under this section of the Agreement
8. Reserving prior agreed to amounts for future replacement
9. Access to digital files using Laserfiche business management system
10. Utilize the functionality of Laserfiche and workflow via client/web based access. This does not include scanning and/or indexing services. For scanning/indexing services, contact the SCOE Graphics Department

DISTRICT shall pay for all staff needed for data entry, retrieval, and the printing of reports/forms at the local level. DISTRICT shall also provide its own printer supplies, paper, and maintenance agreements on equipment owned by DISTRICT

DISTRICT shall pay the cost of printing all special forms, including but not limited to, report cards, purchase orders and personnel records. SCOE shall pay for the cost and printing of payroll and general expense warrants and reports related to payroll and general expense warrant processing when electronic forms of the reports are not available. Payroll reports are automatically stored in Laserfiche

DISTRICT shall update and maintain employee data in the SCOE Website Directory. Employee data includes: First Name, Last Name, Department, District, School, Division, Work Email, Work Phone Number and Route number.

Nothing in this Agreement shall prohibit two or more districts from joining together to share in the costs of peripheral equipment, data entry and retrieval or printing.

SCOE shall provide DISTRICT with the services specified in the basic agreement.

If DISTRICT should request support services in addition to those usual and customary services referred to in this Agreement, including custom programming, DISTRICT shall pay an additional amount for said additional service at actual cost to SCOE, plus an overhead charge of 9.8% of the cost of the requested additional services.

If DISTRICT requests SCOE to provide services which would normally be provided by DISTRICT, DISTRICT shall be required to pay an additional amount for said additional services at actual cost to SCOE, plus an overhead charge of 9.8% of the cost of the requested additional service. See attached schedule for schedule of rates.

Acct. #	Amount
Total	

INFORMATION SYSTEMS TRANSFER TO FUND OPERATING COSTS AND FUTURE REPLACEMENT FISCAL YEAR 2021-22

<u>District</u>	2019-20 Actual General Fund <u>Operating Expenditures</u>	Pro-Rated District <u>Share</u>	Replacement Reserve <u>Contribution</u>	Operating <u>Costs</u>	2021-22 <u>Transfer</u>
Ceres	172,582,778.07	8.8039561%	\$12,325	\$174,646	\$186,971
Chatom	7,473,719.78	0.3812565%	\$534	\$7,563	\$8,097
Denair	16,042,017.91	0.8183506%	\$1,146	\$16,234	\$17,380
Empire	36,165,810.93	1.8449246%	\$2,583	\$36,598	\$39,181
Gratton	1,652,080.67	0.0842775%	\$118	\$1,672	\$1,790
Hart Ransom	8,471,996.41	0.4321815%	\$605	\$8,573	\$9,178
Hickman	9,892,106.33	0.5046255%	\$706	\$10,010	\$10,716
Hughson	25,175,433.17	1.2842730%	\$1,798	\$25,476	\$27,274
Keyes	10,255,548.54	0.5231658%	\$732	\$10,378	\$11,110
Knights Ferry	1,397,513.11	0.0712913%	\$100	\$1,414	\$1,514
Newman	41,189,092.32	2.1011770%	\$2,942	\$41,681	\$44,623
Oakdale	60,451,013.51	3.0837844%	\$4,317	\$61,173	\$65,490
Paradise	2,295,834.61	0.1171173%	\$164	\$2,323	\$2,487
Patterson	80,452,587.87	4.1041236%	\$5,746	\$81,414	\$87,160
Riverbank	37,270,154.00	1.9012604%	\$2,662	\$37,716	\$40,378
Roberts Ferry	1,876,693.29	0.0957357%	\$134	\$1,899	\$2,033
Salida	28,582,279.72	1.4580663%	\$2,041	\$28,924	\$30,965
Shiloh	2,040,906.91	0.1041127%	\$146	\$2,065	\$2,211
Stanislaus	43,144,470.51	2.2009266%	\$3,081	\$43,660	\$46,741
Sylvan	93,896,609.92	4.7899428%	\$6,706	\$95,019	\$101,725
Turlock	173,247,248.55	8.8378527%	\$12,373	\$175,318	\$187,691
Valley Home	2,057,260.68	0.1049469%	\$147	\$2,082	\$2,229
Waterford	26,515,843.87	1.3526513%	\$1,894	\$26,833	\$28,727
District Total	\$882,129,000.68	45.0000000%	\$63,000	\$892,671	\$955,671
Stanislaus COE	<u>n/a</u>	<u>55.0000000%</u>	<u>\$77,000</u>	<u>\$1,091,043</u>	<u>\$1,168,043</u>
Total	n/a	100.0000000%	\$140,000	\$1,983,714	\$2,123,714

Notes

Interest does not accrue to these accounts

Differences from above transfer amounts may differ due to rounding.

Projected Future Replacement Reserve	\$140,000
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LEARNING TO LEAD CONTINUUM PROGRAMS

ADMINISTRATOR INDUCTION

Stanislaus County Office of Education, hereinafter called Program, is providing an Administrator Induction Program for its districts. Districts may utilize the Program by allowing their newly hired administrators to attend the Program and their administrative employees to serve as Lead Coaches. As such, the District has certain responsibilities with regard to the effective implementation of the Program and the Program's ability to recommend Candidates for a Clear Administrative Services Credential.

District Agrees to:

1. Designate a District Coordinator (DC) to serve as a liaison between the District and the Program and to serve as the district signatory in decision-making.
2. Identify and communicate with eligible administrative Candidates at the point of hire that an approved Administrator Induction Program is available to them and that the Candidates may complete the two-year Program to be recommended for the Clear Administrative Services Credential through SCOE.
3. Provide Program information and deadlines so that Candidates may apply for admission to the Program during the first months of their first academic year serving in an administrative position as per state guidelines.
4. Provide the Candidates access to Program events and support, including collaboration time with the Candidate's Lead Coach, for completion of the Program requirements within two years.
5. Provide the Candidates access to leadership opportunities in their administrative duties that are consistent with minimum requirements set forth by state guidelines for Clear Administrative Service Credential applicants.
6. Utilize a Lead Coach from the Program's pool of Lead Coaches.
7. The district understands and agrees that the Program assesses the quality of services provided by Lead Coaches using multiple sources including information from Candidates.
 - a. The Program provides formative feedback to Lead Coaches on their work and will retain only those that are successful
 - b. If a mismatch occurs between the Lead Coach and the Candidate, protocols within the Program will be followed that may lead to removal of the Lead Coach and assignment of a new Lead Coach to the Candidate
 - c. Removal of a Lead Coach either from the program's pool of Lead Coaches or from support of a particular candidate may be an option and will be done at the Programs discretion

8. The district will be given an opportunity to evaluate, to give input, or request a change of Lead Coach assigned to the Candidate.

9. The district will **choose one option** below regarding the establishment of tuition protocols for SCOE's Induction Programs

Our district will be paying the SCOE Administrator Induction tuition for all participating candidates (\$3,500 per year or \$7,000 for the two year program).

Our district will be paying the SCOE Administrator Induction tuition for all participating candidates, and will be seeking full or partial reimbursement from the participating candidates.

Our district candidates are responsible for 100% of the SCOE Administrator Induction program tuition.

Our district will be paying _____ % of the SCOE Administrator Induction tuition.

Our district will be paying \$_____ of the SCOE Administrator Induction tuition.

Acct. #	Cost Per Candidate	Est # Candidates	Amount
TOTAL:			

LEARNING TO TEACH CONTINUUM PROGRAMS TEACHER INDUCTION

Districts utilizing the Stanislaus COE Learning to Teach Continuum Programs (GenEd Induction and SpEd Induction) are co-sponsors of the programs and, as such, have certain responsibilities in regards to the effective implementation of these programs and their ability to recommend candidates for the appropriate professional clear credential. Submission of the master agreement indicates that the district has agreed to the conditions below and will act as co-sponsors until such time as either the district or the programs terminate the agreement in writing.

District responsibilities include:

1. Designating a primary contact person from the district to the program to serve as a District Coordinator (DC) and designating a Lead Mentor according to specified program criteria. One person may hold both titles or a consortium of small districts may designate one District Coordinator and Lead Mentor to serve several small districts.
2. Pairing candidates with qualified mentors according to program-specified ratios (no more than three for a full-time teacher mentor, no more than twenty-three for a full-time released mentor with commensurate ratios for part-time teacher mentors) taking into consideration like credential, grade or content expertise, geographic proximity, and school schedules. **The pairing will be completed within 30 days of the start of the teaching contract.** Please see document titled *Mentor Responsibilities* for detailed mentor qualifications.
3. Identifying eligible candidates to the program leadership prior to their participation in induction.
4. Providing representation at ***all*** Advisory Council meetings to receive pertinent program information.
5. Communicating with eligible candidates at point of hire that they must enroll in an approved induction program within 30 days of the start of the teaching contract and that they must complete a two-year induction program to be recommended for a professional clear credential.
6. Informing candidate(s) of any financial responsibility at point of hire.
7. Informing eligible candidates in writing of the completion requirements of the SCOE Induction Program.
8. Providing eligible candidates with information regarding dates of induction events.
9. Selecting and providing stipends to suitable mentors from within or without of district for candidates according to specified criteria. Contact program staff for names of suitable out of district mentors if needed.

10. Ensuring candidates teach in a context using state adopted academic standards.
11. Sending site administrators (who have candidates on site) to attend one half day Administrators' Academy Breakfast.
12. Support candidates and mentors in scheduling and holding a TRIAD CONVERSATION with site administration BEFORE attending an Orientation.
13. Ensuring candidate attendance at an Orientation in order to develop the ILP **within 60 days** of the start of school. If a candidate is a late hire and cannot attend the last Orientation date, the district must provide "just in time" support for that teacher until enrollment in induction the following school year.
14. Providing substitute release time for:
 - Candidates to attend required events and ensure that they have the opportunity to complete the induction program's requirements for the recommendation for a professional clear credential.
 - Mentors to attend required events, complete observations and complete the plan, teach, reflect, apply cycle with candidates.
 - Both mentors and candidates to observe colleagues and peers.
15. Ensuring that every candidate in his or her first year, on site or in the district, is provided with an orientation for new teachers that includes policies, procedures, and site resources. Candidates must be provided information regarding:
 - Accident prevention strategies on site
 - School's crisis response plan (including procedures for responding to emergency health situations, procedures for contacting staff identified as first aid and CPR certified, and any conflict resolution strategies or techniques for defusing potentially violent situations)
 - School policies regarding accessing health and mental health resources
 - Adopted health curriculum
 - State and local policy regarding permitted health topics, family life and sex education, and procedures for notifying parents, and parents' rights regarding instruction in health
 - State and federal reporting requirements relating to child abuse and neglect
 - Guidelines for accessing and using outside speakers
 - Adopted instructional program for the teaching and support of English language learners
 - Referring students for special education services
 - District retention and promotion policies
16. Providing candidates with student data from various sources to be used for the plan, teach, reflect, apply cycle.

17. Recognizing that work done in induction, including the ILP and CGE, is for professional growth and development of the candidate and not for evaluation for employment purposes.
18. Providing support to mentors so that they may provide both “just in time” support and longer term analysis of teaching practice to help candidates develop enduring professional skills.
19. Ensuring dedicated time for regular mentor and candidate interactions; no less than one (1) hour per week on average of individualized support/mentoring as required by program standards.
20. Assessing or responding to information about the success of the pairing and having a plan for reassignment, if necessary. Candidates will have input regarding the pairing and the district will retain only those mentors who are successful. Districts will need to reassign candidates to a new mentor if requested by the program.
21. Ensuring district representation for accreditation interviews (every seven years), and responding to surveys and questionnaires for the purpose of determining program effectiveness.
22. Ensuring district representation at the Read event:
 - Districts are responsible for providing one reader for every four candidates enrolled in the program.
 - Districts that have less than four candidates in the program must provide at least one reader.

The DISTRICT will choose one option below regarding the establishment of tuition protocols for SCOE's Induction Programs. Full annual tuition will be journaled in January of each year.

- a. Our district will be paying the SCOE Induction tuition for all candidates.
- b. Our district will be paying the SCOE Induction tuition for all candidates, and will be seeking full or partial reimbursement from the candidates.

Financial responsibilities for candidates who drop or withdraw will be handled on a case by case basis.

Acct. #	Cost Per Candidate	Est # Candidates	Amount
TOTAL:			

LEGAL SERVICES

The SCOE agrees to supply legal services to DISTRICT as shown in the following paragraphs.

SCOE shall provide legal services to DISTRICT through the placement of an attorney from the education law firm of Atkinson, Andelson, Loya, Ruud & Romo ("Law Firm") at SCOE for not less than one day per week. Attorney office hours will normally be all day Tuesday, although DISTRICT can contact attorney on any day for services at no additional charge. Normally, the attorney staffing the office shall be either Chesley ("Chet") Quaide or Mike Davis.

DISTRICT agrees that legal services provided pursuant to this Agreement are basic services. The fee for said basic services is \$11.53 per Agreement Year Actual P-2 ADA, which include the following:

1. Reviewing and advising regarding contracts and drafting simple contracts where appropriate.
2. Providing up to six (6) workshops per year on requested topics.
3. Advice on student and personnel matters to the point of significant work being required focusing on an individual (significant work is drafting language, investigation, preparing pleadings, etc).
4. Telephone advice, other than on the subject of specific labor negotiations. This service includes calls for member districts to attorneys at the attorney's office on days when the attorney is not on site.
5. Preparation of written opinions by the attorneys who staff the Office as identified above. In response to a request for an opinion (other than on questions which are basically labor negotiation issues).
6. SCOE overhead costs for housing attorney.

The basic level of services shall not include:

1. Conduct labor negotiations.
2. Representation in hearings, whether court, unfair practice charges, arbitration, layoffs, employee or student discipline, or other forms of representation.
3. Highly specialized areas of law, which include but are not limited to bankruptcy, intellectual property, CEQA, financing and tax and bond counsel work.
4. Legal matters other than those included in basic legal services above.
5. Special education or facilities and land use legal services other than telephone advice.
6. Appearances at school board meetings.
7. Services, other than telephone advice, where the attorney providing the service is a specialist other than the attorneys who normally staff the office at SCOE as identified above.

In addition to the above referenced basic services, additional legal services will be billed to DISTRICT at the rate of \$310 per hour for senior partners, \$290 per hour for partners or senior associates, \$265 per hour for associates or paralegals providing investigatory services, and \$170 per hour for other services provided by paralegals or legal assistants, plus expenses. Office overhead fees do not apply to these costs.

Fee Arrangements for Specialized Legal Services:

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, non-profit organizations, immigration and appellate law, the DISTRICT agrees to pay Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the DISTRICT of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings by the Law Firm.

Fixed Fee Services:

The services listed in Exhibit A shall be performed by Attorney for the fixed fees described therein during 2021-2022.

Costs and Expenses:

In addition to the fees described above, DISTRICT agrees to pay five percent (5%) “administrative fee” calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the Consortium. This administrative fee is in lieu of the Law Firm charging DISTRICT for telephone charges (\$.07 per minute), incoming and outgoing faxes (\$2.00 per page), photocopies (\$.20 per page), mailing fees, messenger services, computer database (e.g., Westlaw) searches (billed at vendor’s standard retail rate), word processing (\$40.00 per hour), and travel expenses including mileage at IRS rate, parking, meals, and lodging (excluding airfare).

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm’s representation of DISTRICT are not included in the administrative fee and are charged separately. These include, but are not limited to; deposition and court reported fees, transcripts costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of DISTRICT; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of DISTRICT with the prior approval of the Superintendent or designee in the event a particular cost item exceeds \$2,000 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals \$2,000 or less.

If the Law Firm retains, with authorization from DISTRICT, experts or outside consultants for the benefit of DISTRICT, rather than DISTRICT contracting directly with any expert or outside consultant, the DISTRICT agrees to pay a five percent (5%) “consultant processing fee” in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset certain costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of DISTRICT. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set below.

Billing Practices:

A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to DISTRICT on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from DISTRICT by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of DISTRICT in the Law Firm’s Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm’s Trust Account to the Law Firm’s

General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

The Law Firm shall bill in one-quarter hour increments.

Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour).

The Law Firm may charge the full hourly rate to more than one client for services provided during the same time period. Examples include, but are not limited to: (a) providing telephone advice to a client while traveling in connection with representing another client, (b) providing written email advice to a DISTRICT while representing another client in labor negotiations.

DISTRICT agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of DISTRICT's receipt thereof shall be deemed to signify DISTRICT's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.

Termination of Representation on a Particular Matter:

The Law Firm reserves the right to discontinue the performance of legal services on behalf of DISTRICT on a particular matter upon the occurrence of any one or more of the following events:

Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;

Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;

Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;

Upon a failure of DISTRICT to perform any of DISTRICT's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;

Upon a failure of DISTRICT to perform any of DISTRICT's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of DISTRICT.

In the event that the Law Firm ceases to perform services for DISTRICT on a matter, DISTRICT agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advance, and retrieve all of its files, signing a receipt therefor. Further, DISTRICT agrees that, with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, DISTRICT will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

Consent to Joint Representation:

DISTRICT acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more DISTRICTS. In such situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. DISTRICT acknowledges that it is often in the best interest of DISTRICT for such representation to commence without undue delay which may result from waiting until a regularly scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of DISTRICT hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

Client Cooperation:

The Consortium agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of DISTRICT, including but not limited to, attending mandatory court hearings and other appearances, making its employees and officials available, and providing accurate information documentation necessary to enable the Law Firm to adequately represent DISTRICT.

Services Performed by Law Firm-provided Non-legal Consultants:

The Law Firm has an affiliation with non-legal consultants who are available to provide services in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in DISTRICT's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the client provide its informed written consent to this arrangement prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purpose of this paragraph. DISTRICT is hereby advised that it may seek the advice of an independent attorney of your choice prior to providing such written consent.

Please also be advised that because these non-legal consultants are provided to DISTRICTS outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

Binding Arbitration:

DISTRICT agrees that all disputes which arise between DISTRICT and law firm, whether financial or otherwise regarding the attorney-client relationship, shall be resolved by binding arbitration. The parties agree to waive their right to a jury trial and to an appeal.

Miscellaneous:

The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

	# ADA	Rate/ADA	Acct. #	Total \$
Estimated P-2 ADA of				
Estimated P-2 Charter Schools ADA				
TOTAL:				

LEGAL SERVICES EXHIBIT A

FIXED FEE SERVICES

1.	1 full day of training (up to 8 hours)	\$5,000.00
2.	½ day of training (up to 4 hours)	\$3,500.00
3.	2 hour training	\$2,500.00
4.	1 hour training	\$1,500.00
5.	Architect's Agreement	\$500.00
6.	Front-end Bid Documents for School Construction Project	\$1,000.00
7.	Disability Accommodation Forms and Policies	\$500.00
8.	Student Expulsion Forms Packet	\$1,000.00

MAIL HANDLING & DELIVERY SERVICES

The SCOE agrees to supply mail handling and delivery services to DISTRICT/DEPARTMENT per the schedules below.

DELIVERY DAYS	
One delivery per week per site	\$470
Additional delivery day to same address per week add per day	\$210
Example: School site receives one delivery per week	\$470
Example: District/SCOE receives three deliveries per week	\$470+\$210+\$210=\$890
Mail for several sites delivered to one location	\$470+\$210+\$210=\$890 <i>Plus</i> choice of sort option below
UNSORTED: Each additional site included in the delivery (Unsorted means that mail will not be presorted and bundled by site)	\$210 per site

For questions and clarifications, please contact us at 238-6930.

Option 1: **Delivery to D.O. and School Sites**

	Days/ Sites	Rate	Total \$
To D.O. one delivery day per week			
Additional day(s) to D.O.			
Number of school sites			
TOTAL:			

Option 2: **All district mail delivered to one site**

	Days/ Sites	Rate	Total \$
To D.O. one delivery day per week			
Additional day(s) to D.O.			
Number of school sites			
TOTAL:			

Acct. #	Amount
TOTAL:	

Multimedia Services Membership (California Streaming, CalSNAP and other related Services) Instructional Support Services

The Stanislaus County Office of Education, hereinafter referred to as SCOE, agrees to:

- Supply multimedia services membership and online media.
- Maintain a collection of instructional media resources, correlated to the state standards, contents of which shall be available online.
- Provide consultant assistance/workshops on a fee for service basis through Instructional Support Services. Sample topics may include but are not limited to: how to use California Streaming and/or CalSNAP, techniques for using video effectively in the classroom and use of standards alignments in selecting titles.
- Purchase license rights to allow the use of online instructional video-streaming programming which support the California Common Core State Standards.
- Provide multimedia services membership to those programs that generate district and charter school average daily attendance (ADA).

The District agrees to:

- Provide a designated contact to act as a liaison and assist with account management.
- Adhere to/enforce the terms of use agreements on the CalSNAP/California Streaming websites.
- Adhere to/enforce duplication, access and copyright compliance:
 - Under no circumstances is the instructional media to be copied by any process known or unknown at this time.
 - Members shall not charge an admission fee for viewing any of the instructional media provided.
 - All licensed media have specific terms and conditions for download, duplication, and retention.
 - To maintain copyright compliance when membership is not renewed, a "Certification of Erasure" of all media duplicated or downloaded during a membership period will need to be signed by an authorized contact.

Multimedia Services Membership:

CalSNAP Online Search with CaliforniaStreaming.org and open resources: unlimited use of California Streaming titles to all schools. Student/home accounts available upon request.

\$1.75 per student for individual schools or partial district enrollment

	# ADA	Rate	Acct. #	Total \$
Estimated Total ADA:				
TOTAL:				

Assistive Technology Services

The SCOE and the DISTRICT are mutually interested in ensuring that education opportunities are provided for all students in Stanislaus County. DISTRICTS that educate students that require assistive technological needs may need additional services. DISTRICT shall pay any and all costs including up to total replacement costs for any damage or repairs that occur to device while in DISTRICTS possession. Failure to return device at the agreed upon time shall result in full equipment replacement cost to DISTRICT. SCOE agrees to provide the following Assistive Technology Services on an as needed as requested basis to DISTRICT:

- Staff & Family Training with Follow-Up Coaching Contact Tamara Cervantes @541-2361 for pricing
 - Topics on-demand including those such as but not limited to:
 - District/site-specific point person training
 - Writing LI and MediCal requests for technology, curriculum usage and inclusion
 - Follow-up coaching as intense as needed, remote or in-person
 - Picture exchange communication
 - Visual supports for communication
 - Basics of AT and AAC
 - Modeling AAC
 - AT in specific environments

- Assistive Technology Lending Library
 - 60 day device trial of AAC/AT equipment and software including delivery, support with setup, up to one hour of AT program support and pickup (does not include replacement fee if lost/damaged) \$50.00/60 days
 - Additional required fee for setup, training and extended AT program support with eye-gaze devices \$250.00

- Equipment needs such as: Remote Consultation, Technology Research, Initial Setup, Problem Solving & On-site Consultation \$100.00

Service	Rate	Enter 1 if subscribing	Total
Total Services:			

Account Number	Total
Total Account Numbers:	

SCHOOL NURSE SERVICES

The SCOE agrees to provide School Nurse services to DISTRICT or DEPARTMENT as shown in the following paragraphs. For more information, please contact Tami Cervantes at 541-2361.

SCOE will pay all costs of School Nurse, including salary, fringe, benefits, and travel costs, if any.

DISTRICT or DEPARTMENT will pay costs of (1) first aid materials and supplies and (2) other supplies and materials used by the nurse in fulfillment of responsibilities for DISTRICT or DEPARTMENT.

Days per week	Rate	Total \$

Acct. #	Amount
TOTAL:	

At this time, this service is for districts with existing contracts only. All others interested, please contact Tami Cervantes for more information.

THIS PAGE FOR SCOE DEPARTMENTS ONLY NURSING SERVICES

SCOE agrees to provide Registered Nurse services or LVN services to DEPARTMENT as shown in the following paragraphs. For more information, please contact Tami Cervantes at 541-2361.

SCOE will pay all costs of nurse, including salary, fringe benefits, and travel costs, if any.

DEPARTMENT will pay costs of (1) first aid materials and supplies and (2) other supplies and materials used by the nurse in fulfillment of responsibilities for DEPARTMENT.

REGISTERED NURSE SERVICES – SCOE ONLY

Days per week	Rate	Total \$

Acct. #	Amount
TOTAL:	

LVN SERVICES – SCOE ONLY

Days per week	Rate	Total \$

Acct. #	Amount
TOTAL:	

SCHOOL PSYCHOLOGIST SERVICES

SCOE agrees to provide school psychologist services to DISTRICT or DEPARTMENT as shown in the following paragraph. For more information, please contact Sarah Grantano at 541-2216.

SCOE will pay all costs of school psychologist, including salary, fringe benefits, testing supplies and materials, typing of psychological reports and travel costs, if any.

DISTRICT or DEPARTMENT will provide adequate accommodations for the School Psychologist to conduct client interviews and perform other confidential duties.

	Days	Rate	Total \$
Annual Service: Specify Days per week			
Add'l Single Use Days			

Acct. #	Amount
TOTAL:	

STUDENT WELLNESS AND SCHOOL SAFETY

The SCOE will provide trainings to support student wellness and school safety efforts according to the paragraphs below.

SCOE can provide all necessary equipment, upon advance request, if room does not have a system that meets the needs of the training.

SCOE will pay for all costs of trainers, including salary, fringe benefits, and travel costs, if any.

SCOE will journal cost of training and materials upon completion of training.

DISTRICT will provide training location. Trainings can be held in school, community or workplace settings. SCOE can assist in holding location if space is available.

DISTRICT is responsible for participant recruitment and registration, facility reservation and room setup. Upon advance request, SCOE can assist in these areas.

Available Training: Below is a list of trainings and services that are available. See the official course descriptions for more comprehensive training descriptions. List subject to change and expansion.

MENTAL HEALTH AND SUICIDE PREVENTION COURSES:

Mental Health First Aid Training: Mental Health First Aid is a public education program that introduces participants to risk factors and warning signs of mental illnesses, builds understanding of their impact, and overviews common supports. This 8 hour course uses role-playing and simulations to demonstrate how to offer initial help in a mental health crises situation. There are two versions of this course: one designed for the general population and the other for adults who work with youth.

QPR Gatekeeper Training: QPR stands for Question, Persuade and Refer-three simple steps that anyone can learn to help save a life from suicide. Learn how to recognize the warning signs of a suicide crisis and then question, persuade and refer someone to help.

SCHOOL CLIMATE, SAFETY AND CRISIS RESPONSE COURSES:

Bullying Prevention and Intervention Strategies Workshop: This workshop will provide a thorough overview of bullying including working definitions and legal mandates, prevention and intervention strategies, and a variety of resources to help address the issue in schools.

School Crisis Response Training: This training will raise awareness and build participants’ skills for developing effective crisis response or disaster preparedness plans that meet Federal and State requirements.

School Safety Planning Workshop: This workshop will help prepare participants to develop and maintain a comprehensive school safety plan.

Positive Behavior Intervention and Support (PBIS) Implementation Training: School wide leadership teams will be trained to implement PBIS according to the national implementation blueprint. School teams will participate in four days of training each year for three consecutive years for a full implementation of a multi-tiered system of supports through PBIS.

Acct. #

SUBSTITUTE PLACEMENT SERVICE

The SCOE agrees to provide substitute placement services to DISTRICT or DEPARTMENT. DISTRICT or DEPARTMENT agrees to pay for the service based on the total number of faculty members employed by the DISTRICT or DEPARTMENT during the school year. Such number of faculty members shall be based on the CalPads 4.2 Staff County Unduplicated Total (less Administrators) or that maximum number employed by DISTRICT or DEPARTMENT during the school year under contract, whichever is greater.

The SCOE agrees to perform the following services:

1. Receive and record requests for substitute teachers and from contracted district schools and teachers.
2. Contact and assign appropriately qualified and available substitute teachers. The Substitute Placement Service will only confirm the initial date of needed service. Continuing assignments must be affirmed by district or school officials in accordance with local policies and procedures.
3. Report to assigned substitutes the information provided by the district staff.
4. Districts may access the Absence Management system to obtain information regarding their districts's absences, daily reports or supplementary assignments.
5. Verify and monitor credential, DOJ clearance and tuberculosis clearance requirements of qualified substitute teachers.
6. Maintain a current schedule of rates of pay for substitute teachers in subscriber districts.
7. Receive and record requests for supplementary assignments from SCOE and contracted campus users.

The DISTRICT or DEPARTMENT agrees to the following conditions:

1. Employ substitute teachers referred to the DISTRICT or the DEPARTMENT by the SCOE based on requests from DISTRICT or DEPARTMENT staff.
2. The DISTRICT or SCOE DEPARTMENT may record an absence on the Absence Management system at any time.

3. Instruct DISTRICT or DEPARTMENT teachers as to the procedures for requesting the services of the Substitute Placement Service.
 - a. Teachers and DISTRICT/DEPARTMENT/School Site Personnel call Absence Management at: **800-942-3767** to report an absence.
 - b. Staff and campus users having difficulties with the system may call the Substitute Service HELP line at **238-4265**.
 - c. **SCOE ONLY** para educator employees and substitute para educators may call the Substitute Service HELP line at **238-4266**.
 - d. **SCOE ONLY** other classified staff requiring a substitute may call the Substitute Service HELP line at **238-4275**.
 - e. **WHEN CALLING THE HELP LINE** Please give the following information:
 - i. State the date of the absence.
 - ii. First and Last name (Please use the name used by the district payroll office) and spelling of each.
 - iii. Name of district and name of school (site).
 - iv. Teaching assignment:
 1. Elementary: indicate grade level.
 2. Secondary: indicate grade(s) and subject(s) taught.
 - v. Reporting and ending time.
 - vi. Indicate name of preferred substitute teacher, if any:
 1. No change of preference will be accepted.
 2. Preference cannot be guaranteed.
 - vii. State reason for absence.
4. Contact the assigned substitute **before 3:00 p.m.** to indicate whether or not he/she should return on the following day and enter the assignment into the system.
5. Maintain records of attendance and reasons for absence of district teachers.
6. Maintain records of attendance and assessment of assigned substitutes.
7. Enforce local policies with regard to teachers' obligations to properly report absences.
8. Determine contact personnel at each site to receive, orient and assign substitute teachers.

9. Teachers and campus users are encouraged to call the Substitute Placement Service as early as possible if assistance is needed regarding details of assignments.
10. Supply the SCOE Substitute Service with the following information **at least ten (10) working days prior to the start of the school year**:
 - a. Updated site contact information.
 - b. School site calendar for current year.
 - c. List of teachers with current assignment information including reporting times.
 - d. Updated site exclusion lists.
11. DISTRICTS/DEPARTMENTS electing to discontinue Substitute Placement Services must notify the SCOE in writing by February 1st of each year.

	# Of Staff	Rate	Total \$
ALL: # of Teachers			
SCOE Est # of Assistants			
TOTAL:			

Acct. #	Amount
TOTAL:	

TECHNOLOGY LEARNING RESOURCES ETC SERVICES

Customized Professional Development

- Contact Technology & Learning Resources for pricing

Professional Topic Areas, such as:

- Google Workplace (Formerly G Suite/Google Apps for Education)
- Microsoft Office 365
- Adobe Creative Cloud Suite (Photoshop, Audition, Spark, etc ...)
- Robotics and Coding
- Digital Literacy and Citizenship
- Classroom Coaching
- Digital Badging
- Training on Chromebooks and iPads for Education
- Technology Integration and Pedagogy

Customize Coaching and Support for:

- Instructional/Educational Technology leadership
- Classroom Educators
- Administrators
- Support Teams/Classified/Office staff

Large Event Logistical Planning and Support

- Work with the Educational Technology Center staff to plan a district/school-wide professional development event

Canvas

Annual Cost- \$5/ account (teacher and student)

Canvas is a Learning Management System tool that provides users with the tools to create distance learning lessons and collect and grade students' assignments. Canvas Studio, a screen recording tool and video storage system, is included at this price.

Leading Edge Certification for Online and Blended Teachers (LEC)

\$350/ participant

Leading Edge Online and Blended Teacher Certification guides educators through a curriculum based on The National Standards for Quality Online Teaching and The iNACOL Blended Teacher Competency Framework. Participants will develop the skills to effectively facilitate online and blended courses, as well as a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses. Completion of the program will result in a portfolio of online and blended learning projects across all curricular areas.

Leading Edge Certification Flex Program

\$250/ participant

10+ participants per district please contact Allegra Morelli at amorelli@stancoe.org or 209-238-1425 for pricing

Similar to the original LEC course, the Leading Edge Certification Flex Program guides educators through a curriculum in a self-paced approach that allows participants to choose their area of focus, including Professional Learning Leader, Digital Educator, and Online and Blended Teacher, among others. Completion of the program will result in a portfolio of selected curricular area.

Program	Cost/participant	# of Participants	Total Cost
Canvas			
LEC Online and Blended			
LEC Flex			
LEC Flex custom pricing			
Total Cost			

Account #	Amount
Total:	

TECHNOLOGY SERVICES

The SCOE agrees to supply WAN access to DISTRICT as shown in the following paragraphs.

The SCOE will provide access to the Internet, based upon the choice by the district in the Master Agreement.

DISTRICT agrees to conform to the Technology Services practices and procedures and further agrees to:

1. Conduct, or cause to be conducted, in-service workshops for teachers on the acceptable use and care of Internet resources. (Consultant assistance for in-service workshops is available from the SCOE through the Technology & Learning Resource division 238-1400).
2. Provide Internet connectivity from DISTRICT TO SCOE.

Type of Service	Amount	Rate	Total \$
Internet access via Fiber - Tier 1* (below 200 ADA)			
Up to 1 Gbps			
1 Gbps - 5 Gbps			
5 Gbps - 10 Gbps			
Internet access via Fiber - Tier 2* (above 200 ADA)			
Up to 1 Gbps			
1 Gbps - 5 Gbps			
5 Gbps - 10 Gbps			
Web Filtering (Pass-through actual cost) Per Internet connected workstation			
QSS/Laserfiche access only without Internet via fiber(actual cost)			
QSS/Laserfiche access only without Internet per VPN (actual cost)			
Technician Services (Non-Engineering Services)/hour			
Engineering Services/hour			
Total			

*Palo Alto vSys Firewall, technical support for core hardware, IP addresses for districts, and external DNS hosting included with Internet access as a bundled service at no additional cost.

TECHNOLOGY SERVICES

Additional Technology Services available listed below. Contact Emilia Simoes or Burt Lo for more information:

On-Site Support for End Users (LEA staff and students)

- Contact Technology & Learning Resources for pricing
- Includes:
 - Help Desk Ticket System

Network Hardware Infrastructure Support Services

- Contact Technology & Learning Resources for pricing
- Includes:
 - Planning, budgeting, technology reviews, and alignment with district goals
 - Patching and service packs for network hardware
 - Documentation and Reporting on infrastructure
 - Emergency after-hours support for critical business systems
 - Attendance at district management and technology meetings
 - Troubleshooting LAN/WAN issues

Systems Hardware Infrastructure Support Services

- Contact Technology & Learning Resources for pricing
- Includes:
 - Planning, budgeting, technology reviews, and alignment with district goals
 - Attendance at district management and technology meetings
 - Server maintenance and patch management
 - Backup system configuration, monitoring, and maintenance
 - Server monitoring and alerting
 - Endpoint protection and monitoring
 - Endpoint patch management and servicing

Acct. #	Amount
Total	

2021-22 MASTER AGREEMENT

SIGNATURE PAGE

TOTAL OF MASTER AGREEMENT \$ _____

District/Department

Stanislaus County Office of Education

School District Name

Scott Kuykendall
Stanislaus County Superintendent of Schools

By:
Superintendent

By:
Don Gatti, Deputy Superintendent,
Business Services

Date

Date

Contact Person

Contact Phone



BOARD POLICY NO.: 2021.059

Injury & Illness Prevention Program (IIPP)

INTRODUCTION

Great Valley Academies is committed to providing a safe and healthful workplace for all employees and to providing a safe and healthful facility for employees and visitors. To achieve this goal, Great Valley Academies Multi-Campus office has implemented this Injury and Illness Prevention Program (IIPP). The program is designed to comply with the requirements contained in Title 8 of the California Code of Regulations, Section 3203 (T8 CCR 3203) and consists of the following eight elements:

Responsibility
Compliance
Communication
Hazard Assessment
Accident/Exposure Investigation
Hazard Correction
Training and Instruction
Recordkeeping

The intent of this program is to prevent and/or minimize the probability of injuries and illness to employees, workers, visitors, and to comply with all applicable state, federal and local health and safety codes.

This plan has been adapted from the Cal/OSHA Workplace Injury & Illness Prevention Model Program for Non-High Hazard Employers.

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) administrator, GVA Chief Operating Officer, has the authority and the responsibility for implementing and maintaining this IIPP for Great Valley Academy employees and facilities. Administrators, managers and supervisors are responsible for implementing and maintaining the IIPP in their work areas and for answering workers questions about the IIPP. A copy of this IIPP is available and is posted on the school intranet.

COMPLIANCE

All workers, including administrators, managers and supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all workers comply with these practices includes the following practices:

1. Informing workers of the provisions of our IIPP; and
2. Providing training to workers whose safety performance is deficient.

COMMUNICATION

All administrators, managers and supervisors are responsible for communicating with all workers about occupational safety and health in a form readily understandable by all workers. Our communication system encourages all workers to inform their administrators, managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes the following items:

1. New worker orientation including a discussion of safety and health policies and procedures;
2. Review of our IIPP;
3. Annual training programs;
4. Regularly scheduled safety meetings with facility teams;
5. Posted or distributed safety information; and
6. A system for workers to anonymously inform management about workplace hazards.

HAZARD ASSESSMENT

Inspections to identify and evaluate workplace hazards shall be performed by a competent observer. Assessment to be completed using the GVA Hazard Inspection Checklist.

Inspections are performed annually and, in addition, when the following occur:

1. New substances, processes, procedures, or equipment which present potential new hazards are introduced into our workplace;
2. New, previously unidentified hazards are recognized;
3. Occupational injuries and illnesses;
4. Insurance company periodic risk management assessment; and
5. Workplace conditions warrant an inspection.

ACCIDENT/EXPOSURE INVESTIGATIONS

Procedures for investigating workplace accidents and hazardous substance exposures include:

1. Interviewing injured workers and witnesses;
2. Examining the workplace for factors associated with the accident/exposure;
3. Determining the cause of the accident/exposure;
4. Taking corrective action to prevent the accident/exposure from reoccurring; and
5. Recording the findings and actions taken.

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures shall be corrected in a timely manner based on the severity of the hazards. Hazards shall be corrected according to the following procedures:

1. When observed or discovered; and
2. When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, all exposed workers will be removed from the area except those necessary to correct the existing conditions. Workers who are required to correct the hazardous condition shall be provided with the necessary protection.

TRAINING AND INSTRUCTION

All workers, including administrators, managers and supervisors, shall have training and instruction on general and job-specific safety and health practices. Training and instruction are provided:

1. To all new workers;
2. To all workers given new job assignments for which training has not been previously provided;
3. Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard;
4. Whenever the employer is made aware of a new or previously unrecognized hazard;
5. To supervisors to familiarize them with the safety and health hazards to which workers under their immediate direction and control may be exposed; and
6. To all workers with respect to hazards specific to each employee's job assignment.

General workplace safety and health practices include, but are not limited to, the following:

1. Implementation and maintenance of the IIPP.
2. Emergency action and fire prevention plan.
3. Provisions for medical services and first aid including emergency procedures.
4. Prevention of musculoskeletal disorders, including proper lifting techniques.
5. Proper housekeeping, such as keeping stairways and aisles clear, work areas neat and orderly, and promptly cleaning up spills.
6. Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
7. Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment, and electrical panels.
8. Proper reporting of hazards and accidents to supervisors.
9. Hazard communication, including worker awareness of potential chemical hazards, and proper labeling of containers.
10. Proper storage and handling of toxic and hazardous substances including prohibiting eating or storing food and beverages in areas where they can become contaminated.

RECORDKEEPING

We are a local governmental entity (county, city, district, or/and any public or quasi-public corporation or public agency), and we are not required to keep written records of the steps taken to implement and maintain our IIPP. While written records are not required, we will endeavor to maintain the following records:

1. Records of hazard assessment inspections; and
2. Documentation of safety and health training.

The master copy of this IIPP can be found at: Great Valley Academy, 3200 Tully Road, Modesto, CA 95350

REPORT OF UNSAFE CONDITION OR HAZARD

EMPLOYEE REPORT: Employees may submit this form anonymously to their Administrator, Manager or Supervisor. No employee will be disciplined or discharged for reporting any workplace hazard or unsafe condition.

Location of condition believed to be unsafe or hazardous: _____

Date and time condition or hazard observed: _____

Description of unsafe condition or hazard: _____

What changes would you recommend to correct the condition or hazard? _____

Person to whom this report is being sent: _____

Date report was sent: _____

How was report delivered to responsible person? _____

If employee desires a response, the report must be signed.

Employee Signature

Date

RESPONSE:

Date report received: _____ How received? _____

Name of Person Investigating Report: _____

Results of Investigation (what was found/was condition unsafe or hazardous?). Attach additional pages if necessary: _____

Action taken to correct hazard or unsafe condition, if appropriate, or information provided as to why condition was not unsafe or hazardous. Attach additional pages if necessary: _____

Signature of Person Investigating

Date

Distribution of response: Original – COO Copy – Site Administrator/Facilities Copy – Originating Employee

EMPLOYEE INCIDENT REPORT

SCHOOL INFORMATION:

Charter School: _____ Location / Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Specific location: (e.g. *northwest corner of Building G*) where accident or exposure occurred: _____

EMPLOYEE INFORMATION:

Name of injured employee: _____ Sex: ____ M ____ F Occupation: _____

Date of hire: _____ Date of birth: _____

Marital Status: _____ Dependents? ____ Y ____ N If yes, how many? _____ Ages? _____

Employee address: _____

Home phone: _____ Cell phone: _____ Email: _____

Gross wages/salary: \$ _____ per _____ (hour/week/month/year) Pay Schedule: ____ 12 month ____ 10 month

Employment Status: ____ Full time ____ Part time ____ Temporary/Substitute ____ Contracted ____ Seasonal

Employee usually works: ____ hours per day ____ days per week ____ total weekly hours

INCIDENT INFORMATION:

Date of injury or illness: _____ Time: _____ AM ____ PM ____ Time employee began work: _____ AM ____ PM ____

Was employee unable to work at least one full day after date of injury? ____ Yes ____ No If yes, date last worked: _____

Has employee returned to work? ____ Yes Date returned: _____ No, still off work _____

Paid full day's wages for date of injury or last day worked? ____ Yes ____ No Salary being continued? ____ Yes ____ No

Name of person to whom the injury or illness was reported: _____

Date of your knowledge of injury or illness: _____ Was employee provided a claim form (DWC-1)? ____ Yes ____ No

If yes, date employee was provided claim form (DWC-1): _____ If not, why not? _____

If the accident was not reported immediately, why not? _____

What was employee doing at the time of injury or exposure? _____

Person, object or substance that directly injured employee: _____

Please check one: ____ I know the injury occurred on duty. ____ I have no specific knowledge that the injury occurred on duty.

MEDICAL INFORMATION:

Was the on-site nurse contacted? ____ Yes ____ No If yes, date and time: _____

Was medical treatment recommended? ____ Yes ____ No If no, was treatment refused? ____ Yes ____ No

What type of medical treatment was given? First Aid____ Clinic____ Emergency Room____ Paramedics____ Hospitalization____

Did paramedics transport employee? ____ Yes ____ No If no, why not? _____

Medical Facility Name: _____ Physician Name: _____

Address: _____ City/State/Zip: _____

Phone: _____ ext.: _____

Did you refer the employee to an industrial medical provider who specializes in WC and return to work issues? ____ Yes ____ No

If no, why not? _____

Kaiser Medical Record#: _____

Body part injured (check all that apply and indicate left and/or right):

____ Head	____ Upper back	____ Finger	____ Ankle
____ Face	____ Lower back	____ Upper leg	____ Foot
____ Eye	____ Arm	____ Lower leg	____ Toe
____ Neck	____ Wrist	____ Knee	____ Other

Nature of injury or illness:

____ Scrape	____ Burn	____ Fracture	____ Non-industrial/Cold / Virus related
____ Cut	____ Sprain/strain	____ Skin problem	____ Loss of consciousness
____ Puncture	____ Foreign body	____ Chemical-related	____ Respiratory problem
____ Bruise	____ Poisoning	____ Heat-related	____ Other

Check any of the following possible causes that may apply:

____ Haste/unsafe speed	____ Alcohol/drug use	____ Unsafe lifting/position
____ Unsafe use of equipment	____ Horseplay	____ Running/jumping
____ Disregard of instructions/procedure	____ Inattention	____ Environmental condition
____ Failure to use protective gear	____ Carelessness	____ Act of other
____ Defective equipment	____ Assault	____ Physical disability
____ Other (please explain): _____		

WITNESS INFORMATION: (use separate sheet for additional witnesses)

Name: _____ Relationship to Employee: _____

Home address: _____

Home phone: _____ Cell phone: _____ Email: _____

What steps have been taken or recommended to prevent a recurrence? _____

Supervisor Name: Print: _____

**Please complete form and contact Human Resources or Chief Operating Officer at (209) 576-2283
on the day of the incident.**

ACCIDENT/EXPOSURE INVESTIGATION CHECKLIST

All incidents must be reported to the Chief Operating Officer immediately. An investigator will be assigned to complete the following steps of the incident investigation. The report must be provided to the Chief Operating Officer within 3 days of the incident.

1. Determine what happened.
2. Determine why the incident occurred.
3. Describe the incident that took place—in other words, what prompted the investigation?
4. Establish the facts surrounding the occurrence.
5. Determine whether previous action had been taken to correct the problem. If so, what was it? Why did it fail this time?

The following questions should be asked when conducting an accident investigation:

1. What was the employee doing at the time of the accident?
2. Was the employee qualified to perform this operation?
3. Were company procedures being followed?
4. Is the job or process new? Had the employee received training on this operation prior to the accident?
5. Were proper tools or equipment being used?
6. Was the proper supervision being provided?
7. What was the location of the accident?
8. What was the physical condition of the area when the accident occurred? For example, was the temperature of the area hot or cold; if outside, was it wet or muddy; was there debris in the area, was the area clear, etc.?
9. What were witnesses doing at the time of the accident?
10. What immediate or temporary action could have prevented the accident or minimized its effect?
11. What long-term or permanent action could have prevented the accident or minimized its effect?
12. Did any unsafe act contribute to the cause of the accident? If so, is any disciplinary action being recommended?
13. Had any disciplinary action been taken with this individual for unsafe acts in the past?

Date Approved:

Signature, President or Secretary

Board Action:

AYES:

NAYS:

ABSENT:

ABSTAIN:

Great Valley Academy Modesto
January 2021

	A Actual YTD	B Revised Budget YTD	C Estimated Balance of year	D Revised Budget Balance of year	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
	Jul 20-Jan 21	Jul 20-Jan 21	Feb 21-Jun 21	Feb 21-Jun 21			
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	4,248,617	4,248,617	3,727,653	3,727,653	7,547,408	7,976,270	7,976,270
8100 · Federal Revenue	470,589	470,589	364,179	364,179	254,866	834,768	834,768
8300 · Other State Revenues	192,046	192,046	129,139	129,139	207,634	321,184	321,184
8600 · Other Local Revenue	48,322	48,322	31,274	31,274	417,200	79,596	79,596
8700 · Selpa	243,167	243,167	198,957	198,957	455,807	442,124	442,124
Total Income	5,202,741	5,202,741	4,451,202	4,451,202	8,882,916	9,653,943	9,653,943
Gross Profit	5,202,741	5,202,741	4,451,202	4,451,202	8,882,916	9,653,943	9,653,943
Expense							
1000 · Certificated Salaries	1,792,582	1,792,582	1,706,961	1,706,961	3,207,723	3,499,543	3,499,544
2000 · Classified Salaries	1,006,652	1,006,652	750,086	750,086	1,850,164	1,756,738	1,756,738
3000 · Employee Benefits	777,889	777,889	795,734	795,734	1,521,712	1,573,623	1,573,623
4000 · Books & Supplies	505,297	505,297	555,872	555,872	646,199	1,061,169	1,061,169
5000 · Services & Other Operating Exp	678,686	678,686	628,535	628,535	1,228,552	1,307,221	1,307,221
6000 · Capital Outlay	15,141	15,141	19,859	19,859	35,000	35,000	35,000
7430 · All Other Financing Uses	124,549	124,549	200,639	200,639	325,188	325,188	325,188
Total Expense	4,900,795	4,900,795	4,657,687	4,657,687	8,814,539	9,558,482	9,558,482
Net Ordinary Income	301,946	301,946	-206,485	-206,485	68,377	95,461	95,461

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	P1 5,210,239.50	5,024,587.16	5,079,091.44	4,643,235.22	4,164,630.66		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	135,499.95	135,499.95	135,499.95	0.00	1,189,547.15	4,516,665.00
EPA Funding	8012		0.00	417,679.00						417,679.00			0.00	417,679.00	1,670,716.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							78,853.00						61,037.00	139,890.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	20,024.20	0.00	32,376.50	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	73,742.90	325,640.00
LLMF Federal CR sec 110	8290			369,262.00			9,430.00						(9,430.00)	0.00	369,262.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,664.07	0.00	47,465.48	1,308.08	1,308.08	1,308.08	1,308.08	(41,281.07)	0.00	16,376.66
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550					14,945.00							0.00	0.21	14,945.21
LLMF St GEER & GF Funds sec 110	8590			67,183.00										37,721.00	104,904.00
Lottery	8560							49,697.58			42,748.33			40,518.59	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94			(764.23)						764.23	8,558.97
Uniform Sales	8638		1,089.01	(57.00)	13,845.00	2,774.00			1,250.00				1,098.99	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	4,004.20	3,104.07	2,206.68	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,685.05	44,596.38
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	405.21	5,402.19	(39.16)	0.00	0.00	0.00	0.00	(1,759.93)	0.00	15,000.00
Selpa	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.00	39,791.00	39,791.00	39,791.16	39,791.16	39,791.16	39,791.16	0.00	39,792.36	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	666,030.68	1,018,038.26	792,218.85	621,981.24	862,137.86	371,777.35	329,029.02	144,492.89	2,121,783.32	9,653,942.79
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	295,329.05	294,536.54	301,029.46	304,308.13	304,308.13	304,308.13	304,308.13	489,728.96	0.00	3,499,543.51
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	163,178.96	171,969.43	149,102.51	150,885.35	150,885.35	150,885.35	150,885.35	146,544.49	0.00	1,756,738.00
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	125,227.15	126,496.92	139,141.31	134,497.68	134,497.68	134,497.68	134,497.68	257,743.53	0.00	1,573,622.81
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	126,349.54	123,910.71	17,692.81	70,990.95	70,990.95	70,990.95	70,990.95	271,907.99	0.00	1,061,169.00
Services & Other Operating Expense	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	76,279.06	56,362.14	123,729.00	129,279.71	129,279.71	129,279.71	129,279.71	111,416.39	0.00	1,307,220.91
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	5,500.00	0.00	0.00	0.00	0.00	0.00	0.00	19,859.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	18,518.07	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	129,952.18	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,381.83	790,947.50	748,366.85	807,633.58	807,633.58	807,633.58	807,633.58	1,427,152.54	0.00	9,558,482.08
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(144,351.15)	227,090.76	43,852.00	(185,652.34)	54,504.28	(435,856.22)	(478,604.55)	(1,282,659.65)	2,121,783.32	95,460.71
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16	39,498.64	35,386.51	(31,621.03)							0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	5,024,587.16	5,079,091.44	4,643,235.22	4,164,630.66	2,881,971.02		

Great Valley Academy Salida
January 2021

	A Actual YTD Jul 20-Jan 21	B Revised Budget YTD Jul 20-Jan 21	C Actual Estimated Balance of year Feb 21-Jun 21	D Revised Budget Balance of year Feb 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	4,100,927	4,100,927	3,446,769	3,446,769	7,015,714	7,547,696	7,547,696
8100 • Federal Revenue	369,936	369,936	222,031	222,031	181,179	591,967	591,967
8300 • Other State Revenues	194,575	194,575	128,795	128,795	195,400	323,370	323,370
8600 • Other Local Revenue	10,414	10,414	20,709	20,709	371,750	31,123	31,123
8700 • SELPA	232,442	232,442	190,183	190,183	357,452	422,625	422,625
Total Income	4,908,294	4,908,294	4,008,487	4,008,487	8,121,496	8,916,781	8,916,781
Gross Profit	4,908,294	4,908,294	4,008,487	4,008,487	8,121,496	8,916,781	8,916,781
Expense							
1000 • Certificated Salaries	1,626,892	1,626,892	1,609,597	1,609,597	2,913,769	3,236,490	3,236,490
2000 • Classified Salaries	842,463	842,463	787,874	787,874	1,597,609	1,630,337	1,630,337
3000 • Employee Benefits	716,718	716,718	694,022	694,022	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	430,647	430,647	302,379	302,379	501,191	733,026	733,026
5000 • Services & Other Operating Exp	628,868	628,868	654,023	654,023	1,232,917	1,282,891	1,282,891
6000 • Capital Outlay	8,801	8,801	81,199	81,199	30,000	90,000	90,000
7430 • All Other Financing Uses	209,899	209,899	201,993	201,993	411,892	411,892	411,892
Total Expense	4,464,288	4,464,288	4,331,086	4,331,086	8,013,832	8,795,374	8,795,374
Net Ordinary Income	444,006	444,006	-322,600	-322,600	107,664	121,407	121,407

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,397,904.11	3,069,543.04	2,661,240.97	2,210,190.57		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	304,977.95	182,986.77	182,986.77	182,986.77	0.00	1,877,927.74	6,099,559.00
EPA Funding	8012		0.00	42,547.00			42,547.00			42,547.00			0.00	42,547.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	160,284.67	80,142.33	80,142.33	80,142.33	80,142.33	1,144,889.00
Selpa Prop Tax	8097							75,696.00						57,364.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	14,719.50	0.00	18,107.40	11,954.40	11,954.40	11,954.40	11,954.40	11,954.40	69,474.84	190,442.00
LLMF Federal CR sec 110	8290			300,346.00			8,395.00						(8,395.00)	0.00	300,346.00
State Food Revenue	8520			2,367.25	0.00	1,227.88	0.00	35,157.51	997.56	997.56	997.56	997.56	(30,400.03)	0.00	12,342.85
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550					14,347.00							68.30	0.00	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										33,581.00	96,971.00
Lottery	8560							47,763.41			42,748.33			37,129.26	127,641.00
Lottery, prop 20	8561													41,696.06	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)			18.45					(18.45)	0.00	30,303.34
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,709.29	3,323.84	1,431.26	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	2,035.61	18,411.17
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	66.05	1,256.30	(495.74)	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	3,673.39	12,711.84
Selpa	8792	21,131.00	21,131.00	21,131.00	16,905.00	76,072.00	38,036.00	38,036.00	38,036.00	38,036.00	38,036.00	38,036.00	38,036.00	0.00	422,625.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	751,809.72	736,226.14	858,382.29	450,556.91	439,806.40	359,865.39	317,117.06	56,351.55	2,384,789.23	8,916,780.56
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	277,011.25	281,895.76	264,261.00	283,902.59	283,902.59	283,902.59	283,902.59	473,986.92	0.00	3,236,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	132,212.27	132,054.27	121,982.37	144,708.68	144,708.68	144,708.68	144,708.68	209,039.26	0.00	1,630,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	117,202.69	117,798.11	123,990.35	122,672.99	122,672.99	122,672.99	122,672.99	203,329.72	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	115,339.09	116,333.49	22,180.78	55,198.07	55,198.07	55,198.07	55,198.07	81,586.73	0.00	733,025.70
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	46,519.03	116,548.21	97,689.29	123,815.14	123,815.14	123,815.14	123,815.14	158,762.19	0.00	1,282,890.59
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	0.00	0.00	0.00	8,000.00	8,000.00	8,000.00	8,000.00	49,199.00	0.00	90,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	30,678.97	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	82,512.78	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	718,963.30	794,499.83	659,973.78	768,167.46	768,167.46	768,167.46	768,167.46	1,258,416.60	0.00	8,795,374.06
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	32,846.42	(58,273.69)	198,408.51	(317,610.55)	(328,361.07)	(408,302.07)	(451,050.40)	(1,202,065.05)	2,384,789.23	121,406.50
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	0.00									850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00		54.39							
Note Payable for Curriculum From Modesto (to Modesto)	\$ -														
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,397,904.11	3,069,543.04	2,661,240.97	2,210,190.57	1,008,125.53		

Great Valley Academy Annual Update February 9, 2021



Great Valley Academy



Leah Silvestre Franklin, CEO Great Valley Academies
Mike Ruehle, Principal Great Valley Academy Modesto

➤ Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

➤ Mission

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy

- Charter School indicators of health
 - Students on waitlist
 - 2018-2019: 163 children (19% of enrollment)
 - 2019-2020: 172 children (20% of enrollment)
 - 2020-2021: 146 children (20% of enrollment)
 - Parent feedback (annual survey data)
 - 93% report that GVA meets/exceeds their expectations
 - 97% report feeling welcome at GVA
 - 97% report that their children always/most of the time are happy to come to school
 - 100% report that their children always/most of the time feel safe at school
 - Student Feedback (annual survey data)
 - 81% of students report often or always feeling safe at school
 - 93% of students report often or always feeling that their teacher cares about them



Great Valley Academy

➤ Teacher Satisfaction

- Teacher retention rate 90% (75-85% is charter average)
- Teacher survey data reported "I enjoy working at GVA" 3.7 out of a scale of 4 (93%)
- School climate continues to be positive, engaged and supportive
 - Teachers feel valued by administration
 - GVA staff members work collaboratively to respond the needs and concerns expressed by community members
 - Teachers respect the professional competence of their colleagues
 - "GVA's strength is it's collaborative spirit"
 - Teachers feel that their performance is consistently evaluated and that feedback is provided



Great Valley Academy

- Fiscal Health

- Successful annual audits
- Monthly financial presentation to Board of Directors
- Strong cash reserve position (~\$5,000,000)

- Organizational Health

- Dedicated, stable, committed leadership
 - Incredible staff & student focus
- Annual staff evaluations (certificated, classified, administrative)
- Ongoing professional development
- Timely submission of required data (LCAP, fiscal reports, enrollment/ADA information, audits etc.)



Great Valley Academy

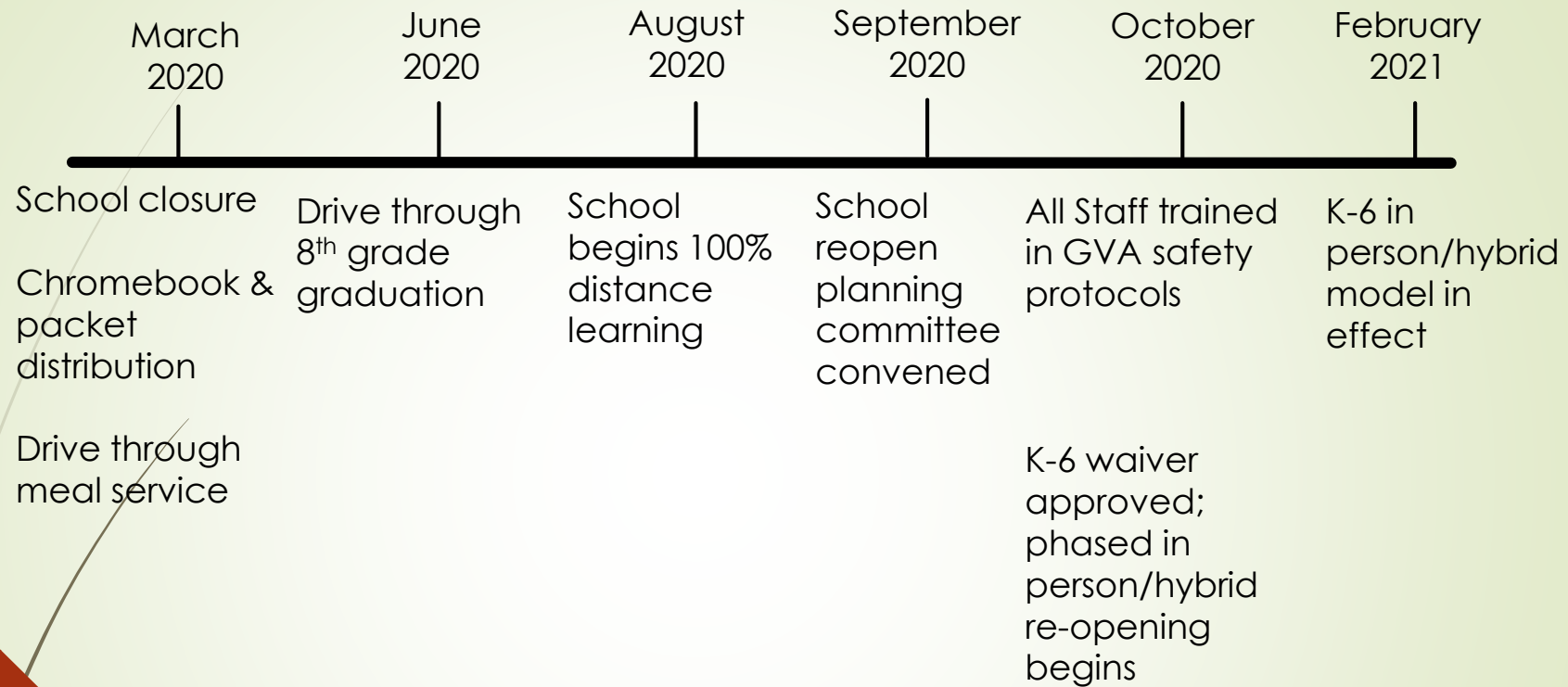
March, 2020

A New Era

Begins

****Safe*Love*Learning****







Support Systems

- ▶ Student Assistance Specialist with the Center for Human Services
- ▶ Providing both onsite and virtual support
 - ▶ Students
 - ▶ Staff
 - ▶ Parents
- ▶ Support provided (March 2020-December 2020)
 - ▶ 141 individual sessions
 - ▶ 291 parent contacts
 - ▶ 176 staff contacts
 - ▶ Videos for parents, staff and students



Support Systems

- Mental Health Services-Families
 - Center for Human Services (CHS) contract in place to provide clinician based services to students and their parents/guardians
 - CHS in hiring process for clinician (.50 FTE)
 - Service provision start date (estimated) March 1, 2021
- Mental Health Services-Staff
 - Catalyst Counseling contract in place to provide clinician based services to staff
 - Sessions began January 18, 2021
 - 9 staff members participated in 13 total sessions

Continuing Community at GVA

- Adjusting for COVID
- Academic Adjustments
- Community Adjustments
- Jr. High



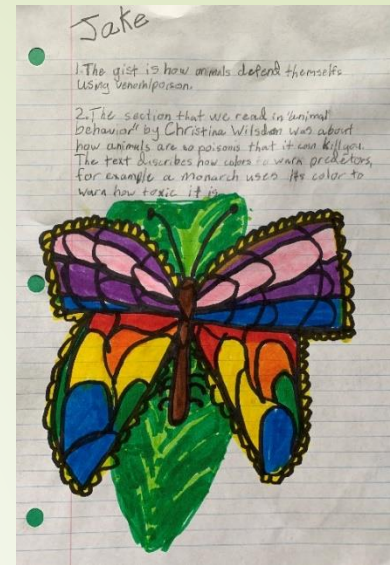
Adjusting for COVID

- Teaching about Precautions
 - Message: It's about kindness!
 - Keeping things as simple and predictable as possible
 - Supervision to reinforce safety practices
- Setting the Tone
 - Staff diligence
 - Parent communication



Student Academics

- New formats, new ways of communicating
- Focus on teaching new routines along with academics
- Learning curve for staff, students, and parents
- SCOE Technology and Math Training for Staff
 - Paraprofessional 3-part training series
 - Individual grade level team module planning sessions
 - Technology appointments with Gregg Eilers



Building the Community



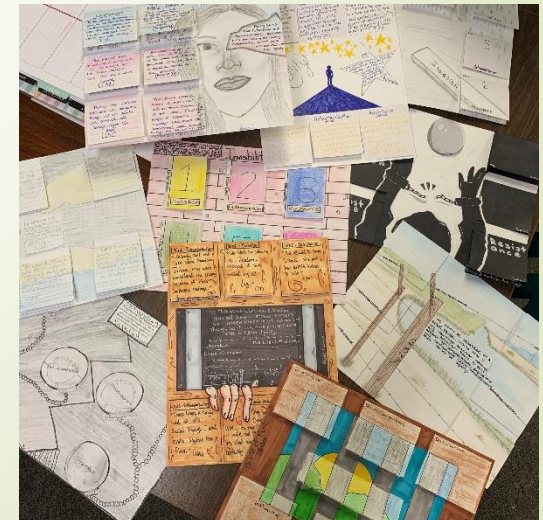
- The Friday Connection: Friday Virtual Assembly Videos
 - Created by staff, using GVA students and ideas
 - Primary purpose: Connection
 - Examples: Author Interviews, Favorite Pets, Gems from GEMS, Student submissions, and more!
- Spirit Days
 - March: Mr. Rogers Day (A Week of Kindness and Comfy Sweaters)
- Initiatives
 - Drive-Through Supply Pick Up
 - Community Leadership Team
 - Staff interaction



Jr. High



- Academic Engagement in Distance Learning
 - Relevance
 - Structure and Predictability
 - Extended live sessions, office hours, and small group or 1:1 sessions
 - Paraprofessional support
- Social/Emotional Engagement in Distance Learning
 - Brain Smart Start Routines
 - Regular Class “Family” Meetings
 - SAS Services
 - Social Pages and Clubs
 - Self-Contained Classes



Thank You!





Great Valley Academy

► Questions? Comments?

► Contact information

Leah Silvestre Franklin 209-576-2283

l.silvestre@greatvalleyacademy.com

Mike Ruehle 209-576-2283

m.ruehle@greatvalleyacademy.com

We appreciate your support!

GREAT VALLEY ACADEMY
Special Meeting of the Board of Trustees
March 18, 2021 ~4:00pm via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/87952291991?pwd=QTFIZFhZZEV5b3p2b0M2Qk9ybDRMQT09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 87952291991. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

a. PUBLIC PARTICIPATION

c. ACTION ITEM

Approval of Updated COVID 19 Safety Plan

d. FUTURE AGENDA ITEM

a. **FUTURE REGULAR BOARD MEETINGS** – Monday March 29, 2021

~4:30pm via Zoom

e. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.



Covid Safety Plan (CSP)

MARCH 18, 2021
GREAT VALLEY ACADEMIES
3200 Tully Road, Modesto CA 95350



Background Information

Name of Applicant (Local Educational Agency or Equivalent):

School Type: Charter School

Number of schools: 2

Total Enrollment: 1,513

Great Valley Academy-Modesto Campus
3200 Tully Road
Modesto, CA 95355

Great Valley Academy-Salida Campus
5901 Sisk Road
Modesto, CA 95356

Superintendent (or equivalent) Name: Leah Silvestre Franklin
3200 Tully Road
Modesto, CA 95350

Phone Number: (209)576-2283

Email: l.silvestre@greatvalleyacademy.com

Grades K-6 reopened in hybrid mode (2 days per week, alternating cohorts) on October 26, 2020. Expansion of in person learning (to 4 days per week) will occur on March 29th 2021 for K-6 (7th & 8th if Red Tier status has been attained in Stanislaus County). If it hasn't been reached, GVA will return 7th & 8th graders when Red Tier attainment has occurred.

Consultation & Evaluation

Please confirm consultation with the following groups:

Labor Organization

Not applicable

Parent and Community Organizations

Not applicable

Parent survey administration:

June 2020, August 2020, December 2020, February 2021, March 2021

Public board meetings, parents in attendance:

September 8th, 21st and 28th 2020

October 7th 2020

February 22nd 2021

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

Staff survey administration:

June 2020, August 2020, September 2020 and October 2020

Public board meetings, staff in attendance:

September 8th, 21st, 28th, October 7th, 26th 2020

January 25th, February 22nd 2021

Leadership meetings (all principals, COO, CEO):

Weekly or twice weekly March 2020 through present

Staff planning team meetings (all site administrators, staff representatives from each campus, COO, CEO):

September 22nd, 24th, 29th, October 1st 2020

March 2nd 2021

GVA conducted site specific workplace evaluations to determine student & staff flow, areas for potential exposure, assessment of materials (PPE, supplies, Plexiglas shields, signage, facility markings, etc.) prior to the completion of the original version of this plan (prior to staff, then student return to campus).

Expanded School Reopening

Great Valley Academies (GVA) know that education is essential to our community, and that schools provide much more than academic support to students and their families.

GVA safely reopened with a hybrid learning model, bringing students back in phases, on October 26th. GVA will expand in person learning to 4 days per week for K-6 on March 29th and 7th & 8th grades if Stanislaus County has reached the Red Tier. If Red Tier has not been attained as of March 29th, 7th & 8th grades will return to campus after attainment (following public health direction).

Students in person learning will return to campus Monday through Thursday with distance learning for all on Fridays.

Monday	Tuesday	Wednesday	Thursday	Friday
All in person students on campus	All in person students on campus	All in person students on campus	All in person students on campus	Distance Learning for all students
Distance learning students learn from home	Distance learning students learn from home	Distance learning students learn from home	Distance learning students learn from home	

Kindergarten in person classes will return to an AM/PM schedule Monday through Thursday with distance learning for all on Fridays.

Monday	Tuesday	Wednesday	Thursday	Friday
AM-All in person students on campus	AM-All in person students on campus	AM-All in person students on campus	AM-All in person students on campus	Distance Learning for all students
AM-Distance learning students learn from home	AM-Distance learning students learn from home	AM-Distance learning students learn from home	AM-Distance learning students learn from home	
PM-All in person students on campus	PM-All in person students on campus	PM-All in person students on campus	PM-All in person students on campus	
PM-Distance learning students learn from home	PM-Distance learning students learn from home	PM-Distance learning students learn from home	PM-Distance learning students learn from home	

For families who are not yet ready for their children to return to in person learning, distance learning will continue to be provided 5 days per week.

Cleaning and Disinfection

Great Valley Academies provides the following related to cleaning and ventilation/air flow:

- All classroom, office and shared spaces are disinfected nightly
 - Includes desks, chairs, tables, hard surfaces, high touch points
- Disinfectant spray, towels and gloves are available in every classroom, and high use areas
- Bathrooms are disinfected nightly and one time during the school day
- Additional disinfecting with electrostatic disinfectant sprayer occurs 2 times per week
- Playground equipment is disinfected nightly (supervised playground use limited to single class group at a time, with hand washing both before and after use, students waiting for playground equipment are spaced 6 feet apart)
- Suspension of water fountain usage has occurred; water filling stations are used, with disposable cups available to students without water bottles
- Plexiglas shields are installed in front offices and shared offices where applicable
- Plexiglas shield is available in each classroom (including resource and intervention)
- HVAC filters are all MERV 11 and are changed bi-monthly
- HVAC units are equipped with Bipolar Ionization Air Purifiers
- Doors and windows will be left open for improved air flow, as practicable

GVA has implemented the following related to student school supply sharing:

- Classroom supplies are not shared, each student is provided with a storage box for school supplies, workbooks, etc.
- If an item is deemed necessary to be shared, they will be disinfected prior to sharing
- No balls or other outdoor equipment are shared without sanitization (sharing would occur in PE only, following documented process)

Stable groups with fixed membership

GVA students will be in class with the students choosing in person learning.

- Each class group will remain together throughout the school day; recess, onsite grab & go style breakfast & lunch, restroom and hand washing breaks
- Class groups will participate in recess in staggered groups, with designated campus areas which allow for physical distancing
- Students will receive their grab and go style breakfast upon arrival, in their classroom, or via drive through meal pick up
- Students will receive their grab and go style lunch in their classroom, or via drive through meal pick up
- Students receiving special education or intervention services may receive services in classroom small groups of no more than 4, or out of classroom small groups of no more than 4, based on individual student needs

Entrance, Egress and Movement Within the School

- Students move on campus in classroom groups, with supervision and physical distancing
- Paths of travel have markers denoting 6 foot spaces
- GVA has no internal hallways separating classrooms; movement to recess, restrooms, handwashing stations, water filling stations, etc., occur outdoors
- Volunteers and visitors are suspended (with the exception of service providers)
- Each class participates in recess in staggered groups, each having a designated campus area which allows for physical distancing
- Student drop off and pick up is staff supervised; parents remain in vehicle, students escorted in/out of the vehicle and directed to classrooms/vehicle
- Parents arriving on campus for student drop off or pick up (outside of drop off/pick up process), must wear face a covering and follow physical distancing requirements in office spaces

Face Coverings and Other Essential Protective Gear

- GVA follows the California Department of Public Health's (CDPH) face covering guidelines:

STUDENTS

<u>Age</u>	<u>Face Covering Requirement</u>
Under 2 years old	No
2 years old – 2nd grade	Yes, unless exempt
3rd grade – High School	Yes, unless exempt

- Students are provided a cloth face covering if needed
- All staff are required to wear a face covering unless they are instructing students in a way their mouth needs to be visible (speech, special education, English learner support, younger students), in which case, they may wear a face shield with drape (addressed on a case by case basis)
- Following CDPH guidance, students who are not exempt from wearing a face covering and choose not to wear one will be referred to the distance learning program
- Face coverings can be removed for eating, drinking and physically distanced outdoor activities
- Staff handling or serving food must wear gloves in addition to face covering

Health Screenings for Students and Staff

- GVA staff and students are directed to stay home if they experience the following:
 - Fever of 100.4 or higher
 - Chills
 - Cough
 - Shortness of breath, or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Staff completes a self screening log for COVID 19 symptoms daily prior to reporting to work
- Touchless temperature check devices are available on campus for staff self check
- Families are provided a screening checklist for review each morning prior to bringing student to school
- Students are temperature checked with a touchless device at student drop off each morning they attend in person learning
- Students exhibiting symptoms are immediately sent to the office where they will be screened and will remain in a quarantine room until they can be picked up
- Quarantine room is disinfected after each use
- Staff exhibiting symptoms are sent home
- If student or staff is confirmed with a positive test result, GVA will work with Stanislaus County Public Health department and will communicate as appropriate with school community

Healthy Hygiene Practices

- Signage is prominently displayed at school sites reminding individuals of proper hygiene protocols
- Hand sanitizer is available upon entry to school campuses
- Each classroom and common area has access to hand sanitizer
- Routines are established in support of frequent hand washing
- Handwashing or use of hand sanitizer will occur
 - upon entry to any instructional area
 - before and after eating
 - before and after recess
 - before and after PE activity
- Additional handwashing stations have been added at multiple strategic locations on each campus
- Restrooms are stocked with soap and paper towels, supplies will be checked and refilled nightly and during the school day
- Resources are provided to families with regard to proper hygiene protocols

Identification and Tracing of Contacts

- GVA works in consultation with the Stanislaus County Public Health Department on topics including but not limited to tracing contacts of confirmed positive cases and provision of communication with those contacts as appropriate
- GVA participates in StanTrack, the web-based system created by the Stanislaus County Public Health Department which tracks student absenteeism and individual positive cases
- GVA conducts contact tracing and communication with those who were in close personal contact (CPC) with someone who has tested positive
 - CDPH defines close personal contact as a person who is <6 feet from someone testing positive for >15 minutes
- GVA confidentially tracks both staff and student positive cases, data to include (not limited to) positivity determination date, return to campus date, and other relevant details
- GVA confidentially tracks both staff and student close personal contacts (CPC), related follow up and status
- Designated staff contact information provided to the Stanislaus County Public Health Department
 - Chief Executive Officer, Leah Silvestre Franklin
 - Chief Operating Officer, Marisa Meeks
- GVA follows the CDPH guidelines for measures to be taken when student or staff member have symptoms, is a CPC of someone who has the virus or tests positive with the virus (see table, next page)

	Student or Staff with:	Action	Communication
1	COVID-19 symptoms (fever, cough, new loss of taste/smell, difficulty breathing, etc.) Symptom screening per CA School Industry Guidelines-Schools	*Send home *Recommend testing (if positive see #3, if negative, see #4) *School/classroom remain open	*No action needed
2	Close personal contact (CPC) with a confirmed COVID-19 case	*Send home *Quarantine for up to 14 days from last exposure *Recommend testing (will not shorten 14-day quarantine) *School/classroom remain open	*Consider school community notification of a known contact
3	Confirmed COVID-19 case infection	*Notify local public health department *Isolate case and exclude from school for 10 days from symptom onset or test date *Identify contacts (CPC), quarantine, & exclude exposed contacts (likely entire cohort) for up to 14 days after the last date the case was present at school while infectious *Recommend testing of contacts (CPC), prioritize symptomatic contacts (will not shorten 14-day quarantine) *Disinfection and cleaning of classroom and primary spaces where case spent significant time *School remains open	*School community notification of a known case
4	Test negative after symptoms	*May be kept out of school for up to 3 days after symptoms resolve *School/classroom remain open	*Consider school community notification if prior awareness of testing

Physical Distancing

- Student desks are facing in the same direction
- 4-6 foot spacing between students (chair to chair spacing)
- 6 foot spacing will be observed when moving students
- 6 foot spacing marks are visible throughout campus spaces
- PE consists of class group based conditioning activities, will be held outdoors with a minimum of 8 foot spacing between students
- Plexiglas shields are installed in school offices
- Plexiglas shields are available in all instructional spaces
- Staff meetings are held in person only when physical distancing requirements can be met, otherwise they are held virtually
- Band, choir and drama are suspended until it is safe to resume these activities
- Field trips, in person assemblies and other large gatherings are held virtually
- Volunteers and visitors are suspended (with the exception of service providers)
- Recess, restroom and handwashing breaks are staggered to minimize the potential mingling of class groups

Staff Training and Family Education

- All staff are trained on cleaning protocols, physical distancing practices, face covering requirements, COVID-19 response, staff testing, hygiene practices, student illness protocol, student screening and visitor/volunteer suspension
- Families continue to receive ParentSquare communication regarding opening plans as well as information items related to COVID-19 screening and testing locations
- Ongoing updates are sent via Email, and ParentSquare
- In coordination with the Stanislaus County Public Health Officer, affected stakeholders will be notified via Email and ParentSquare regarding potential virus exposure

Testing of Students and Staff

- GVA students exhibiting symptoms are immediately sent to the office where they are screened and remain in a quarantine room until they can be picked up, GVA recommends COVID 19 testing and sends home a list of testing locations
- GVA staff have access to self-testing supplies and can order when recommended or needed, and complete a surveillance self-test once every 2 months, in alignment with CDPH guidance

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met
- Excluding employees with COVID-19 exposure from the workplace for up to 14 days after the last known exposure to a COVID-19 case
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related; this will be accomplished by offering time off/leave options
- Providing employees with information on available benefits at the time of exclusion

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department, and provide any related information requested by the local health department
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment
- Maintain records of the steps taken to implement our COVID-19 Prevention Protocol
- Make our COVID-19 Prevention Protocol available to employees, and to representatives of Cal/OSHA upon request
- Use GVA database to keep a record of and track all COVID-19 cases; information may be made available as required by law, with personal identifying information removed

Return to Work Criteria

COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:

- Up to 72 hours have passed since a fever of 100.4 or higher (or other Covid like symptoms) have resolved without the use of fever-reducing medications
- At least 10 days have passed since COVID-19 symptoms first appeared, and symptoms are gone
- COVID-19 cases who tested positive and never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test
- A negative COVID-19 test will not be required for an employee to return to work
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted; if no period was specified, then the period will be up to 14 days from the time the order to quarantine was effective

Triggers for Potential Switch to Distance Learning

- Class Closure
 - Processed on a case by case basis in consultation with the Stanislaus County Public Health Department
- School Closure
 - If multiple classes have confirmed cases OR 5% of all students/staff have confirmed case
- School Reopening
 - Schools may typically reopen after 14 days and the following have occurred: Deep cleaning and disinfection, Public Health investigation, consultation with the Stanislaus County Public Health Department
- All of these steps will be taken in consultation with the Stanislaus County Public Health Department

Communication Plans

- GVA communicates with Stanislaus County Public Health any positive case information received
- In coordination with the Stanislaus County Public Health Officer, GVA uses our website, Email, and ParentSquare posts to communicate with affected stakeholders of potential virus exposure. This communication will be consistent with legal counsel guidance regarding the Family Educational Rights and Privacy Act.
- GVA Chief Executive Officer, Chief Operating Officer or Human Resources representative communicate directly with affected staff members

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
March 29, 2021 - 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/87595320620?pwd=Snh0L0dCaGxkejl4U0REOCtsMFU3UT09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 87595320620. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

- a. PUBLIC PARTICIPATION**
- b. MODESTO PRINCIPAL REPORT**
- c. SALIDA PRINCIPAL REPORT**
- d. HOMESCHOOL PRINCIPAL REPORT**
- e. CHIEF OPERATING OFFICER'S REPORT**
- f. CHIEF EXECUTIVE OFFICER'S REPORT**
- g. FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of February 22, 2021
- b. Approval of the Minutes of the Special Board Meeting of March 18, 2021

e. ACTION ITEMS

- a. Approval of Classified Salary Schedule
- b. Approval of Stanislaus County SELPA Local Plan
- c. Approve application for Title funding - Modesto Campus
- d. Approve application for Title funding - Salida Campus

f. INFORMATION AND DISCUSSION

- a. Monthly Financials

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS – April 26, 2021**
~4:30 pm Via Zoom

h. FINAL ADJOURNMENT

i. Brown Act Training with Young Minney & Corr

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

March 29, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Feb. 12- Mar. 17]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	67	63.304	96.61%	67.531	96.92%
1	74	70.739	95.90%	74.304	96.33%
2	82	80.217	97.50%	80.398	97.35%
3	85	81.826	96.90%	83.804	96.93%
4	71	67.217	94.30%	67.492	95.17%
5	92	87.130	95.65%	89.296	96.03%
6	100	97.391	97.34%	98.328	97.10%
7	90	89.217	99.08%	89.468	98.53%
8	86	82.565	95.85%	84.078	96.12%
Total	747	719.608	96.64%	734.703	96.76%

2. Key Accomplishments:

Virtual Camp Sea Lab
Read Across America Week
Community Leadership Team Planning
Continued Pillars School Leadership
Extended School Opening Planning
Irish Music Festival Virtual Assembly
Mental Health Clinician Support
Weekly Virtual School Assemblies

3. Upcoming Key Events/Activities:

Extended School Opening
Mental Health Awareness Event (Understanding Grief/Loss)- April 9
Kindness Spirit Day - April 15
May the 4th Spirit Day

Great Valley Academy Salida

Charter School Monthly Summary Report

March 29, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

ADA reflects 03/1 to 03/11 YTD dates 08/11 to 03/11

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA %
K	85	82.11	96.60	85.60	96.33
1	79	76.33	96.62	81.11	97.47
2	92	88.67	96.37	91.40	97.07
3	89	86.22	96.87	88.98	97.67
4	89	86.67	97.37	88.02	98.47
5	85	81.67	96.07	88.02	98.47
6	88	85.44	97.09	87.98	97.35
7	79	76.00	96.20	79.71	95.70
8	83	78.33	94.37	87.26	95.10
Total	769	741.44	96.41	776.26	96.94

2. Key Accomplishments:

- a. K-6 students continue to successfully engage in hybrid model
- b. Health protocols continue to function well and limit exposure to students and staff
- c. Trimester 2 report cards shared
- d. Enrollment meetings successful
- e. Enrollment lottery complete
- f. Student and staff pictures taken for yearbook
- g. Transitioned to new K-6 schedule TODAY!
 - g.i. Extended day – 3:00
 - g.ii. Four days on campus

3. Upcoming Key Events/Activities:

- a. Preparing for the return of junior high students
- b. Exploring graduation options
- c. Working on a virtual 5K community event

- d. 6th grade virtual science camp
- e. Working on GVA 10 year celebration video

Great Valley Academy Homeschool

Charter School Monthly Summary Report

March 29, 2021

Reporting Dates: 1/11/2021-2/8/2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	13	13	100	14.4	98
1	13	13.6	99.6	14.2	98.9
2	11	11.3	98.6	11.9	99.1
3	12	11.9	99.5	13.1	98.3
4	10	10	100	9.8	99.7
5	10	10.6	99.5	11.6	99.4
6	7	7.1	100	7.7	99.6
7	11	10.7	97.6	10.8	99.6
8	7	6.8	98.4	5.8	94
Total	94	95.3	99.2	99.7	98.7

2. Key Accomplishments:

- a. March 2nd – New Family Orientation – Last opportunity to enroll for this year
- b. March 5th – End of 2nd trimester
- c. March 15th - Report Cards mailed to parents
- d. March 22nd – 26th – Spring Break

3. Upcoming Key Events/Activities:

- a. April 4, 2021 – March AWR due
- b. April 6, 2021 – New Family Orientation (Building roster for the 21-22 school year)
- c. State Testing dates TBD

Chief Operating Officer's Report
March 29, 2021
Board Meeting



Process and Policy Updates

- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Student and Employee Handbook Reviews – Spring 2021

Multi-Campus Responsibilities

- ❖ Planning & Preparation for 4 Day Student Return to Campus – In Progress
- ❖ Planning Breakfast & Lunch Service for On-Campus Students – In Progress
- ❖ Evaluate Property and Liability Insurance Options for 21/22 – In Progress
- ❖ Multi Year Budget Projections – In Progress
- ❖ Launch of SchoolWise Parent Portal – In Progress
- ❖ 21/22 Classified Holiday Calendar – In Progress
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Hybrid Schedule – Ongoing
- ❖ Chromebook Management – Ongoing
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Spring 2020
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ February 2021
 - ❑ 2,319 Users Visited (91.4% New/8.6% Returning)
 - ❑ 7,666 Page Views
 - ❑ Users Averaged 1:50 Minutes on the Site
 - ❑ 60.28% Mobile – 38.21% Desktop – 1.51% Tablet
 - ❑ Type: Organic 53.6% – Direct 25.9% – Referral 2.6% – Social 17.9%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ New Audit Requirements - Ongoing
- ❖ New Funding Requirements – Ongoing
- ❖ SSC Governor Budget Review – May 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ Charter Safe COVID Webinars – Ongoing
- ❖ SCOE CBO Meetings – Ongoing
- ❖ HR Training and Compliance – Ongoing



Chief Executive Officer's Report
March 29, 2021
Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Chamber of Commerce: State of Business and Education (member, event committee)
- Monthly SELPA PAC meetings
- Bi-Weekly SCOE Superintendent meetings
- SCOE Board Presentation-GVA Modesto update

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School closure communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process
- Development and implementation of staff mental health service provision
- Development and implementation of student/parent mental health service provision
- Coordination of staff vaccination access
- Reopen Jr. High plan (starts 3.29.21)
- Expanded in person learning plan (starts 3.29.21)



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Ne teacher's aide added to staff
- Expanded into adjoining suite
- Chris is moving out of state, principal recruiting process has begun
 - Application submission deadline April 2, 2021
 - Interviews in April, new leader announcement May

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with DL

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes
- Updated safety plans approved February 22, 2021



Founders Report
Great Valley Academy School Board
March 29, 2021

Vision examinations for staff and on campus students are done on a weekly basis.

GVS is still in remote learning mode. Even though this is challenging, the GVS staff continues to have about a 75% student participation rate between the two campuses. We are coordinating schedules with teachers and other support staff to provide a great educational opportunity without undue stress on students or their families.

Staff trainings have continued with the GVS staff and Lindsey Duran, a teacher in Salida.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques used by classroom teachers for their students. They are also being adapted to train teachers in the importance of brain development.

As we get closer to brining more students back to school the GVS staff and I are doing more evaluations and planning for and increased number of students and outdoor and distance GVS intervention.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
February 22, 2021

MINUTES

<i>Members Present:</i>	Chad Wolf, Twila Tosh, Yolanda Meraz, Steve Payne, Susan Nisan, Vince Jamison
<i>Members Absent:</i>	None
<i>Great Valley Academy Staff Present:</i>	Leah Silvestre Franklin, Marisa Meeks, Kelli Rupe, Christine Frost, Russ Howell, Mike Ruehle, Megan Barajas
<i>Audience Present:</i>	Michelle (unknown last name)
<i>Call to Order:</i>	The meeting was called to order at 4:32 p.m.
<i>Communications:</i>	COMMUNICATIONS
<i>Written Communications:</i>	None
<i>Public Participation:</i>	None
<i>Modesto Principal Report:</i>	Mr. Ruehle spoke about working with SPIE and building school and classroom community. Interviews have been set up with local authors to talk with students about their career paths and tell their stories. This will lead to promoting Read Across America Day.
<i>Salida Principal Report:</i>	Mr. Howell spoke about the attention around the Junior High students and keeping them connected. One of the ways they are doing that is through a Lip Sync Challenge to help draw them out and stay connected to both GVA and the community.
<i>Homeschool Principal Report:</i>	Ms. Frost reported that the first NWEA testing went well and has been successfully completed.

MINUTES

Regular Meeting of the Board

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Chief Operating

Officer's Report:

Mrs. Meeks reported on COVID updates, projecting end of year wrap up and looking to next year's protocols.

Chief Executive

Officer's Report:

Ms. Silvestre gave an update on the COVID vaccine, saying that educators 50 and older were eligible and we should have access in the next couple of weeks. She also said that we are looking at options for more educational time with the kids on campus as well as bringing back the Junior High students.

Founder's Report:

Written report only.

Approval of Agenda/

Order of Agenda:

The motion was made by Mr. Jamison, seconded by Mr. Payne, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the consent agenda items. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Tosh, seconded by Mr. Jamison approving the Site Safety Plan – Modesto. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

MINUTES

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Action Items Cont'd:

b. The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the Site Safety Plan- Salida. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

c. The motion was made by Mrs. Tosh, seconded by Mrs. Nisan approving the 2021-2022 SCOE Master Agreement with the revision of adding mail service fee of \$940.00. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

d. The motion was made by Mrs. Tosh, seconded by Mr. Jamison approving Policy #2021.059 Injury & Illness Prevention Plan. A roll call vote was taken.

AYES: Wolf, Meraz, Jamison, Payne, Nisan, Tosh

NOES: None

ABSENT: None

ABSTENTIONS: None

Information and Discussion:

Monthly Financials

Cash reserves are healthy for both campuses.

SCOE Annual Update

Presentation by Ms. Silvestre Franklin and Mr. Ruehle.

Future Agenda Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – March 29, 2021

~4:30 p.m. via Zoom

Adjournment:

The meeting was adjourned at 5:10 p.m.

**GREAT VALLEY ACADEMY
SPECIAL MEETING OF THE BOARD OF TRUSTEES
March 18, 2021**

MINUTES

Members Present: Steve Payne, Susan Nisan, Yolanda Meraz, Chad Wolf, Twila Tosh

Members Absent: Vince Jamison

**Great Valley
Academy Staff Present:** Leah Silvestre Franklin, Marisa Meeks, Kelli Rupe, Mike Ruehle,
Christine Frost

Audience Present:
None

Call to Order:
Communications: Mr. Payne welcomed everyone and called the meeting to order.

Public Participation: **COMMUNICATIONS**

Action Item: None

ACTION ITEM

a. The motion was made by Mrs. Tosh, seconded by Mrs. Nisan approving the Updated COVID 19 Safety Plan. A roll call vote was taken.

AYES: Wolf, Tosh, Payne, Nisan, Meraz

NOES: None

ABSENT: Jamison

ABSTENTIONS: None

Future Agenda items: **FUTURE AGENDA ITEMS**

Next Regular Board Meeting – March 29, 2021

~4:30 pm via Zoom

Adjournment: The meeting was adjourned at 7:56 a.m.

Great Valley Academy Charter School
Classified Staff Salary Guide
Effective 2021-2022



Classified Hourly Position	Hourly Range	
Instructional Aides/Kids' Care Aides	\$15.00	\$19.10
Clerical/Office Assistant/Parent Liaison	\$15.00	\$19.75
Attendance Clerk	\$15.00	\$22.60
GVS Aides	\$15.00	\$19.10
GVS Supervisor	\$16.30	\$27.30
Food Services Technician	\$15.00	\$19.50
Food Services Aide	\$15.00	\$17.50
Health Clerk	\$16.30	\$19.75
Health Technician (LVN)	\$20.50	\$25.90
IT Technician	\$16.30	\$22.95
IT Manager	\$19.10	\$29.50
Maintenance Technician	\$15.00	\$23.00
Administrative Assistant	\$19.10	\$28.90
Office Manager I	\$19.50	\$27.00
Accounting Technician	\$16.50	\$21.90
Business Office Technician	\$16.50	\$21.90
Kids' Care Assistant Director	\$15.00	\$21.00
Kids' Care Director	\$17.00	\$23.00
Speech-Language Pathologist Assistant	\$30.00	\$36.00

Classified Salary Position	Salary Range	
Maintenance Manager	\$62,400	\$66,720
Speech Language Pathologist	\$62,400	\$79,200

Classified Confidential Administrative Position*	Salary Range	
Payroll/HR Manager	\$19.10	\$26.46
Program Manager, Multi-Campus Operations	\$62,400	\$66,720
Executive Assistant	\$62,400	\$66,720
Kids' Care Director, Multi-Campus	\$62,400	\$66,720
Accounting Manager	\$62,400	\$82,030

*The confidential administrative positions will be placed on the salary schedule per its determination on an individual, case by case basis, based upon factors including but not limited to: years or experience in various business, industry, education, life experience, etc.

Changes in salary are contingent upon budget availability.

Board Approved: XX/XX/XXXX

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA Stanislaus County SELPA

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

Stanislaus County SELPA covers the entire Stanislaus County area with the exception of that area covered by Modesto City Schools. There are 25 school districts encompassed by the Stanislaus County SELPA: Ceres Unified, Chatom Union, Denair Unified, Empire Union, Gratton, Great Valley Academy (GVA), Hart-Ransom Union, Hickman Community Charter, Hughson Unified, Keyes Union, Knights Ferry, Newman-Crows Landing Unified, Oakdale Joint Unified, Paradise Elementary, Patterson Joint Unified, Riverbank Unified, Roberts Ferry, Salida Union, Shiloh, Stanislaus Union School District, Sylvan Union, Turlock Unified, Valley Home Joint, and Waterford Unified. The Stanislaus County Office of Education, for the purposes of the local plan and the joint powers agreement, is considered a school district within Stanislaus County SELPA. SCOE also serves Modesto City Schools SELPA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The Stanislaus County SELPA is comprised of twenty-four school districts and the Stanislaus County Office of Education (Local Education Agencies or LEAs) who have joined in a cooperative effort to provide for the coordinated delivery of programs/ services and assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the services region (Education Code 56026). The Stanislaus County Office of Education (SCOE) is designated as the Administrative Unit (AU) for the Stanislaus County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.
2. Provision of designated services as specified in the "Agreement for Services as Administrative Unit."

Through a Joint Powers Agreement (JPA), the Stanislaus County SELPA participants designate a Superintendents' Council, which shall be the governing body of the Stanislaus County SELPA. The SELPA staff implements the policies and decisions of the Superintendents' Council. The bylaws of the Superintendents' Council are incorporated in the Policies of the Superintendents' Council. Official SELPA documents once referenced in policy are an extension of Superintendents' Council Policy upon adoption and are of equal authority as other forms of policies are approved by the Superintendents' Council as provided in the Joint Powers Agreement. The Policies document is provided to establish direction for all aspects of the Stanislaus County SELPA's function. One example, the Procedural Manual, includes uniform practices to be used by all staff in the provision of special education.

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programs and services in compliance with the law and mutual agreement through the Local Plan.

COMPOSITION AND ORGANIZATION OF THE GOVERNANCE COUNCIL

1. The Stanislaus County Special Education Local Plan Area (Stanislaus County SELPA) is governed by a Superintendents' Council comprised of nine (9) voting superintendents from member LEAs.

2. Representation on the Superintendents' Council is as follows: three (3) permanent members (the County Superintendent of Schools and the Superintendents of the two largest (by CBEDS count) member districts within the SELPA. The remaining six (6) members are superintendents elected by the superintendents of Stanislaus County, apportioned according to the districts comprising the SELPA. The apportioned representation is as follows:

- one for direct service districts
- two for elementary districts
- two for unified districts
- one as a member at large
- two alternates at large

1. Members are elected for three (3) year terms. Members can succeed themselves and nominate themselves for office. Terms are from July 1 to June 30. Vacancies are filled by appointment by the Council from the same category as the vacating superintendent and serve the remainder of the unexpired term.

4. Alternate members will be elected for three (3) year terms. These members are asked to attend all Superintendents' Council Meetings. They will be requested to sit in for an absent member as needed. The alternate will vote in place of the absent member.

5. The Stanislaus County SELPA Director shall serve as the Chief Executive Officer and report directly to the Superintendents' Council. The Stanislaus County SELPA Director will have a non_voting status on the Superintendents' Council.

6. The Superintendents' Council shall meet not less than four times per school year. Additional meetings may be called at the request of any representative of the Superintendents' Council pursuant to adopted policies. The Stanislaus County SELPA Director shall be responsible for preparing the agenda and all support materials for each meeting and serve as secretary to the Council. A quorum shall consist of five (5) voting members.

7. The Superintendents' Council will elect a chairperson and vice_chairperson from their members. The term of office shall be one year. Each of these officers shall serve at the pleasure of the Superintendents' Council until a successor is elected. Elections are held the first meeting of the fiscal year or as scheduled by Superintendents' Council action. New officers are to take office at the first meeting of the new fiscal year.

8. The functions of the Superintendents' Council consist of the adoption of policies designed to give direction to the Stanislaus County SELPA in the areas to include, but not be limited to, matters of personnel, budget, policy, and contracts. The Superintendents' Council shall evaluate the performance of the Stanislaus County SELPA Director.

9. All meetings of the Superintendents' Council shall be held according to law.

The Superintendents' Council shall:

- Develop a Joint Powers Agreement to define operations of the SELPA

Section B: Governance and Administration

SELPA Stanislaus County SELPA

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- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
 - Appoint the Stanislaus County SELPA Director
 - Evaluate the Stanislaus County SELPA Director
 - Approve agreements for Regionalized Services
- Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist
- Approve interagency agreements
- Approve the Annual Budget and Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
- Facilitate interagency coordination and development of agreements
- Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
- Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs
- Resolve disputes between SELPAs
- Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

RESPONSIBILITY OF PARTICIPATING LOCAL EDUCATIONAL AGENCIES

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide an appropriate program for an individual pupil, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement, through an Individualized Education Team, in a Stanislaus County program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will assist the district in a placement outside of the Stanislaus County SELPA. The Stanislaus County Office of Education shall perform the services of an LEA for persons with disabilities residing in Juvenile Court Schools in the Stanislaus County SELPA.

Stanislaus County has more than one Local Plan Area and the Stanislaus County Office of Education (SCOE) provides special education services to more than one SELPA, therefore, relevant provisions of contracts between the County Office and its employees governing wage, hours, and working conditions shall supersede any like provision contained in the Stanislaus County Local Plan

Transfer of responsibility between the elementary and high school districts occurs during the school year in which the student becomes 14.9 years old on or before September 1, unless otherwise accomplished through graduation from the 8th grade or IEP Team decision. Whatever the decision, the LEA responsibility shifts to the high school district at the time of transfer.

LEA BOARDS OF EDUCATION

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LEA Boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Enter into agreements with other LEAs participating in the plan, for purpose of delivery of services and programs.
3. Review and approve revisions of the Stanislaus County SELPA Local Plan for Special Education.
4. Participate in the governance of the Stanislaus County SELPA through their designated representative to the Superintendents' Council.
5. Appoint members to the Community Advisory Committee (CAC).

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

SUPERINTENDENTS' COUNCIL

Policies governing the Stanislaus County SELPA shall be adopted by the Superintendents' Council and are included as part of the Local Plan. The Council shall be advised by the Stanislaus County SELPA Director who shall, in turn, be advised by the Program Advisory Committee (PAC), the Business and Program Committee (B&P), and the Community Advisory Committee (CAC). Input may be received from parents, staff, public and non_public agencies and members of the public at large. Individuals wishing an opportunity to address the Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. The Superintendents' Council shall review the Stanislaus County SELPA Local Plan and recommend modifications as necessary. All such modifications shall be subject to appropriate statutory and locally defined input process prior to incorporation in this plan. The Stanislaus County SELPA Director, with the Program Advisory Committee and Business and Program Committee, shall assist the Superintendents' Council with these reviews.

The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

PROGRAM ADVISORY COMMITTEE (PAC), BUSINESS AND PROGRAM COMMITTEE (B & P)

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program Committee. These committees shall be composed of the Special Education Administrators from each of the twenty-four (24) participating Districts and the County Office of Education in the Local Plan Area.

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2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.
3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.
4. The Program Advisory Committee and Business and Program Committee shall be responsible for implementing policies of the Superintendents Council and for carrying out the day_to_day operations of the LEA programs.
5. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:
 - a. establishment of priorities for the provision of services.
 - b. modification of the Local Plan.
 - c. development of the Stanislaus County SELPA budget.
 - d. evaluation of Personnel Development activities.
 - e. development of the resource allocation policies.
 - f. development of the service delivery policies.
6. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:
 - a. Coordination of SELPA provided regionalized services with LEA services.
 - b. Coordination of student and program placement.
 - c. Coordination of transportation services.
7. The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

ADMINISTRATIVE FUNCTIONS

1. SELECTION OF RLA AND EMPLOYMENT OF SELPA STAFF

The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit (A) and the Responsible Local Agency (RLA) and shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.
2. Provision of designated services as specified in the "Agreement for Services as Administrative Unit."

. Should the Superintendents' Council determine to designate a different agency as the AU or should the Stanislaus County Office of Education choose not to serve as the AU, the Superintendents' Council or the Stanislaus County Office of Education, whichever party seeks the change, shall notify the other party of its

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decision by the January 1 preceding the fiscal year when the change will be effected. In any fiscal year should the Superintendents' Council choose to contract with an agency other than the AU to perform some or all of the services which the AU has been performing, it shall notify the AU by January 1 preceding the fiscal year when the change will be effected.

2. STANISLAUS COUNTY SELPA DIRECTOR

The Stanislaus County SELPA Director shall serve as the chief administrator of the SELPA to operate the JPA on behalf of the member LEAs and implement the Local Plan for Special Education including the following:

1. Provide overall coordination of the Local Plan and JPA implementation.
2. Serve as the Chief Executive Secretary to the Superintendents' Council.
3. Arrange for meetings; establish agendas, and record minutes as appropriate for the Superintendents' Council.
4. Implement the regionalized services of the SELPA:
 - a. Administer staff development programs.
 - b. Coordinate program review.
 - c. Supervise data collection, information management and reporting.
 - d. Coordinate curriculum and program development.
 - e. Coordinate ongoing monitoring of Local Plan implementation through program review.
 - f. Assign, supervise and evaluate SELPA staff.
 - g. Supervise other matters related to the representation and operation of the SELPA.
 5. Coordinate the business operations for the Stanislaus County SELPA.
 6. Hire, supervise, evaluate and discipline staff employed by the SELPA in support of the Local Plan.
 7. Assist in the development of the annual budget plan and annual SELPA operations budget.
 8. Allocate and distribute funds to LEAs for the operation of special education programs and services in accordance with policy.
 9. Coordinate the funds for low incidence services, equipment and materials in accordance with established procedures and state and federal law.
 10. Complete reports for the Stanislaus County SELPA and individual districts in accordance with state priorities criteria, and Education Code.
 11. Apply for discretionary funds and other grants that become available to the Stanislaus County SELPA.
 12. Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
 13. Prepare and submit to the State Department of Education all reports required for the Stanislaus County SELPA.
 14. Assist in the development and coordinate the implementation of agreements and contracts with non-public schools/agencies providing services to exceptional students.
 15. Assist in the development and coordinate the implementation of agreements with other SELPAs and agencies.
 16. Assist in the identification of special education program and service needs for Stanislaus County SELPA.
 17. Request input from the LEAs regarding regionalized and program specialist services.
 18. Coordinate and facilitate the establishment of Stanislaus County SELPA standards, procedures, processes and regulations for the implementation of the Local Plan.
 19. Participate or designate appropriate personnel to participate in IEP Team meetings for students considered for placement in other LEAs, other SELPAs, and/or non_public school placements.
 20. Provide technical assistance to LEA administrators.

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21. Provide technical assistance to LEAs in due process and complaint procedures as well as represent, or designate appropriate personnel to represent, the SELPA in due process and complaint procedures.
22. Act as a liaison between and among the Stanislaus County SELPA, the State Department of Education, the Superintendents' Council, Program Advisory Committee, Business and Program Committee, the Community Advisory Committee, Federal Departments and elected government officials.
23. Update Superintendents' Council and Program Advisory Committee, Business and Program Committee, and Community Advisory Committee on legislative changes, proposal, trends, and related concerns.
24. Provide leadership for special education within the Stanislaus County SELPA

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

A county superintendent of schools, serving as the RLA, shall post on the Internet Web site of the county office any local plan, annual budget plan, annual service plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

To become a member of a SELPA, the applying charter organization must apply for membership in that SELPA and be deemed by that SELPA a Local Education Agency (LEA) for purposes of special education. This process requires the charter school to demonstrate its ability to serve the full continuum of special education services, as well as assume the full liability for students served in the charter school. While charter schools can apply to become an LEA in their local SELPA or in a charter SELPA, the power to grant membership lies solely with the SELPA itself. If membership is not granted, the charter will not become a member of the SELPA.

Currently, charter schools in California have two options when attempting to ensure that the students with special education needs in their schools receive the services that they are entitled to. Like all California traditional public schools, charter schools must be a member of a Special Education Local Planning Area (SELPA). All charter schools that operate as schools of their authorizing school district ("schools of the district") participate in the SELPA in which their authorizer is a member. Charter schools may also choose to join a SELPA independently of their authorizer, in which case they are deemed to be an independent Local Educational Agency (LEA) for special education purposes.

STANISLAUS COUNTY SELPA

The Stanislaus Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this agreement for participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations. SELPA Membership also ensures compliance with the LEA

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Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the Stanislaus County Special Education Local Plan Area (SELPA) that all charter school pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The Stanislaus SELPA Local Plan and implementing policies apply to all charter schools that are chartered by authorizing school districts located within the Stanislaus SELPA. For purposes of special education, a charter school may be deemed a public school of a Local Education Agency (LEA), or it may be deemed as an LEA for purposes of special education pursuant to Education code Section 47641. For a charter school to be deemed an LEA, the charter school must obtain membership in a multi-district Special Education Local Plan Area (SELPA).

At the time a Stanislaus SELPA member district governing board reviews a charter school petition, the authorizing district will inquire as to whether the charter school will seek to be deemed a school within the district or an LEA for special education purposes. If the intent of the charter school is to function as an LEA for special education purposes, the Superintendent of the district shall notify the Stanislaus SELPA of the petition. The Stanislaus SELPA will consider membership for charter schools functioning as an LEA for special education purposes when a Stanislaus SELPA authorizing member LEA approves the petition of the charter school.

Special Education and related services shall be provided to all eligible individuals within the geographical boundaries of LEA members of the Stanislaus SELPA in accordance with the Local Plan, including eligible individuals attending charter schools, regardless of whether the charter school is deemed a public school or an LEA member of the Stanislaus SELPA. No governing school board of Stanislaus SELPA LEA member shall grant a charter unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible students enrolled in the charter school, in accordance with the SELPA Local Plan.

CHARTER SCHOOL THAT IS A PUBLIC SCHOOL WITHIN THE AUTHORIZING LEA

A charter school shall be considered a public school within the authorizing LEA unless it has applied for and been granted membership in the SELPA as an LEA for purposes of special education.

A charter school that is a public school within the authorizing LEA will participate in state and federal funding in the same manner as other schools within the authorizing LEA. The chartering LEA will be responsible for ensuring that individuals with exceptional needs enrolled in the charter school receive special education programs and services in a manner that is consistent with the applicable federal and state statutes and regulations, the SELPA Local Plan, and the students' IEPs.

The authorizing LEA will receive all applicable special education funds as outlined in the SELPA allocation plan. The chartering LEA and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education programs and services to identified students, including the administration of special education programs and services. The charter school also may be held fiscally responsible for a fair share of any encroachment on LEA general funds that is created by the provision of special education programs and service sthroughout the LEA.

CHATER SCHOOL AS LEA FOR SPECIAL EDUCATION PURPOSES

Education Code Section 47640 allows a charter school to be deemed an LEA for purposes of special education and to receive direct funding by applying to the SELPA for participation as an LEA.

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A. Application Process

To apply for membership in Stanislaus SELPA, the charter school must submit a written application to Stanislaus SELPA by November 15th prior to the school year in which the charter school anticipates operating as an LEA for special education purposes. Through the application process, the charter school will describe how it will provide a full continuum of special education services and programs And will demonstrate its ability to provide individuals with exceptional needs who enroll in the charter school with a free appropriate public education (FAPE). The charter school may become a member of the Stanislaus SELPA upon execution of the Joint Powers Agreement, adoption of the Local Plan, submission of the Charter School Special Education Application, review and approval of those documents by the Stanislaus SELPA Superintendents' Council.

Requirements of the Charter School Special Education Application

The attached Charter School Special Education Application form is intended to be a template and may be modified or adjusted to provide adequate space and outline of relevant information. The Charter School Special Education Application shall include the following:

- Description of the charter school and instructional program provided
- Description of students served and enrollment criteria
- Description of the instructional staff including credentials and job descriptions
- Description of class size standards
- Description of special education programs and services to be operated, service delivery plan, and the number and type of students to be served in special education programs and services
- Description of administration and supervision to provide oversight and accountability for special education and related issues
- Description of the impact of the charter school on the SELPA staff and accommodations required to provide adequate SELPA staff oversight of program, compliance and fiscal areas.
- Identification of the budget allocation to be provided for the operation of special education programs and services including contingency reserves for special education programs and service needs
- Description of the accounting and documentation procedures to be used to authorize, monitor, and document the appropriate use of special education funds.
- Assurance for compliance with the Stanislaus SELPA Local Plan, State, and Federal mandates

B. Rights and Responsibilities

Once deemed an LEA participant of the Stanislaus SELPA, the charter school will be responsible for and entitled to the following as required of any LEA in the SELPA:

1. Membership and participation in the Program Advisory Committee, Business & Program Committee and Community Advisory Committee.

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- SELPA.
2. Participate in and receive regionalized services in the same manner as other LEAs within the SELPA.
 3. Receive state and federal funding for special education in the same manner as other LEAs within the SELPA.
 4. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter-intra SELPA placements, due process proceedings, complaints, and attorney fees. When a student lives outside the boundaries of the chartering district, the district in which the child lives will have no responsibility to provide services or pay excess costs.
 5. Document that all state and federal special education funds apportioned to the charter schools are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to the charter schools.

The Stanislaus SELPA Superintendent's Council shall adopt policies regarding participation of charter schools as members of the Stanislaus SELPA. Expectations for charter schools shall match the requirements for districts. The Superintendent's Council policies shall include but not be limited to:

- Requirements of the Charter School Special Education Application
- Criteria for review of the Charter School Special Education Application for recommendation to LEA governing boards for membership approval
- Program Advisory Committee, Business and Program Committee and Community Advisory Committee representation
- Minimum standards for provision of special education services before participation in the funding allocation process
- Fiscal accounting requirements
- Performance accountability standards
- Assurance for compliance with SELPA, State, and Federal statutes and regulations

CHARTER SCHOOL MEMBERSHIP IN THE STANISLAUS SELPA

To apply for membership in the Stanislaus SELPA, the charter school must submit a written plan to the Stanislaus SELPA that describes how education services will be provided to all students enrolled in the charter school. The written plan will be referred to as a Charter School Special Education Application.

The Stanislaus SELPA Director shall inform the requesting charter school of the procedure timeline and criteria for membership in the SELPA. The SELPA Director shall assist the LEA member of Stanislaus SELPA in the process of authorizing the charter school and assist the charter school desiring to become an LEA for the purposes of special education and potential membership in Stanislaus SELPA. The SELPA Director shall represent the SELPA in negotiation of any issues needing resolution and notify the charter school if the criteria for membership in Stanislaus SELPA has not been met. Such notice may be appealed to the Superintendent's Council.

The charter school becomes a member of the Stanislaus SELPA upon signature of the Joint Powers Application, adoption of the Local Plan, and adoption of the Charter School Special Education Application by the charter school governing body, and review and approval of those documents by the Stanislaus SELPA Superintendent's Council.

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Criteria for Review of the Charter School Special Education Application for Recommendation to LEA Superintendent's Council for Membership Approval.

The Superintendent's Council shall apply criteria equal to the standards required of any member LEA within the SELPA to the determination of a recommendation to LEA member governing boards regarding the acceptance of an application for membership in the Stanislaus SELPA. Criteria shall include standards applied by the State in review of the Local Plan, Compliance Review criteria, and standard accounting practices.

Superintendent's Council, Program Advisory Committee, Business & Program Committee and Community Advisory Committee Representation

Upon approval of membership, a charter school operating as an LEA shall be represented in the Superintendent's Council through the method described in the Joint Powers Agreement and Local Plan. The charter school shall be assigned to the same representation pattern as the LEA authorizing the petition of the charter school. For example, if the XYZ Unified School District approved a charter school petition, the XYZ Unified School District superintendent and the charter school superintendent would determine who would represent both LEAs on the Superintendent's Council. The charter school would be entitled to full membership and participation in the Program Advisory Committee, Business & Program Committee and Community Advisory Committee.

C. Minimum Standards for Provision of Special Education Services before Participation in the Funding Allocation Process

Before participating in the SELPA Allocation/Budget process, the charter school shall indicate their capacity to provide special education programs and services in order to provide the full continuum of placement options to students with disabilities as specified in federal law and the Stanislaus SELPA Local Plan. New charter school LEA members shall participate in the Stanislaus SELPA regionalized programs fee for services to support special day classes and designated instructional services and adhere to all Stanislaus SELPA policies and procedures.

The Charter School Special Education Application shall include a service delivery plan to describe programs and services to be operated, and budget and expenditure reports shall be provided on the same timetable as for other LEAs.

The charter school shall be monitored under the Annual Allocation/Budget Plan, Annual Service Delivery Plan, and Maintenance of Effort activities (MOE) in the same manner as other LEAs in the SELPA.

Funds provided through the SELPA allocation process shall be used to provide special education programs and services only. The charter school is required to meet the state and federal requirement for maintenance of effort. (MOE) Substantial non-compliance and failure to submit reports to the SELPA in a timely manner shall be cause to withhold funds.

C. Fiscal Accounting Requirements

The charter school shall demonstrate accounting and fiscal practices comparable with other LEAs and compatible with the SELPA data collection requirements.

D. Performance Accountability Standards

The charter school shall demonstrate compliance and performance accountability at or above the standard common within the SELPA.

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E. Assurance for Compliance with SELPA, State, and Federal Mandates

The charter school shall document governance and administrative assurance for compliance with the SELPA, State, and Federal Mandates as required in the Local Plan and inclusive of all requirements for serving individuals with exceptional needs.

F. Revocation

Charter school membership in the Stanislaus SELPA may be revoked by the Superintendent's Council if the Council finds that the charter school has failed to comply with the state or federal statutes or regulations or with the Local Plan, and/or with SELPA policy, procedures or standards of the Stanislaus SELPA. In the event SELPA membership is revoked, the charter school shall no longer be deemed an LEA, for special education purposes, and shall be deemed a public school of the authorizing LEA that granted the charter.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Stanislaus County SELPA Community Advisory Committee serves the Special Education Local Plan Area and the Superintendent of the RLA in an advisory capacity, in accordance with Education Code 56190-56194

Parents comprise a majority of the membership of the Community Advisory Committee and of these members; the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

RESPONSIBILITIES OF THE COMMUNITY ADVISORY COMMITTEE

1. Advise the SELPA Senior Administrator, Program Advisory Committee and the SELPA Governing Board regarding the development, amendment and review of the Local Plan, programs and services.
2. Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
3. Make recommendations for annual priorities to be addressed by the SELPA.
4. Assist in parent education and in recruiting parents, volunteers, and agencies who may contribute to the implementation of the Local Plan.
5. Encourage community awareness and involvement in the development and review of the Local Plan.

6. Support activities on behalf of children with disabilities.
7. Facilitate communication between schools, parents, and community.
8. Assist in parent awareness of the importance of regular school attendance.
9. Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.
10. Support community involvement in the parent advisory committee established pursuant to Education Code section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01

THE COMMUNITY ADVISORY COMMITTEE APPOINTMENT AND MEMBERSHIP

The Community Advisory Committee shall consist of members appointed by the LEA Governing Boards. The LEA governing boards shall appoint one council member along with one alternative member. The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, LEA personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of children with disabilities:

"The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the local plan."(Ed. Code 56191)

Members appointed to represent an LEA are to be appointed by the governing board of the LEA. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area.

A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and their LEA Board.

The Stanislaus County SELPA office shall provide fiscal and logistical support to the Community Advisory Committee.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

Triennially the SELPA shall consult with an ad hoc local plan committee of representatives of special education and regular education teachers along with administrators, all selected by the groups they

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represent, along with members of the Community Advisory Committee regarding the SELPA local plan's implementation and development. Each LEA does not need to provide members for the ad hoc local plan committee from each group of representatives.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Stanislaus County SELPA Director shall allocate all resources granted to the Special Education Local Plan Area pursuant to Education Code. Resources will be allocated in accordance with policy and procedures adopted by the Superintendents' Council.

The Stanislaus County Office of Education (SCOE) is designated as the Administrative Unit (AU) for the Stanislaus County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of funds including Regionalized Services and Program Specialist revenues to accounts exclusively designated by the SELPA.
2. The Auditor_Controller of Stanislaus County, the Stanislaus County Assistant Superintendent of Business shall perform the Auditor_Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the Superintendents' Council, subject to the review and approval of the County Superintendents of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the Superintendents' Council. The SELPA Director shall have the responsibility of authorizing disbursements and entering into agreements on behalf of the Stanislaus County SELPA.

The Stanislaus County SELPA's powers shall include but are not limited to the following:

1. To make and enter into contracts.
2. To employ agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
3. To acquire, construct, manage, maintain or operate any buildings, work or improvements.
4. . To acquire, hold or dispose of property.
5. To sue and be sued in its own name.
6. To incur debts, liabilities or obligations.
7. To apply for, accept, receive, and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
8. To invest any money pursuant to the Government Code Section 6505.5 that is not required for the immediate activities of the Stanislaus County SELPA, as the Superintendents' Council determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
9. To adopt policies governing the operations of the Stanislaus County SELPA as outlined in the Local Plan.
10. To carry out and enforce all the provisions of thisLocal Plan.

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The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon LEAs in the exercise of such power.

POWERS OF LEAs

The governance of LEA special education programs shall be the responsibility of LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the Superintendents' Council to LEAs for programs and services provided by LEAs in accordance with the Local Plan, SELPA policies, and federal and state statutes and regulations.

FUNCTION OF THE STANISLAUS COUNTY SELPA

The Stanislaus County SELPA shall be responsible for the following:

1. In conjunction with the LEAs who are parties to this Agreement, develop a local plan for the education of individuals with exceptional needs in accordance with the requirements of State and Federal laws and regulations.
2. Coordinate the implementation of Local Plan.
3. The Superintendents' Council shall be the policy making body for the Stanislaus County SELPA and its member LEAs. The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

The Superintendents' Council shall:

- Develop a Joint Powers Agreement to define operations of the SELPA
- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
- Appoint a Stanislaus County SELPA Director
- Evaluate, decide disputes, and disciplines the Stanislaus County SELPA Director
- Approve an agreement for Regionalized services
- Adopt an operations budget for the Stanislaus County SELPA including regionalized services and programs specialists funds
- Approve Interagency agreements and Inter-SELPA agreements
- Approve the Annual Budget and Allocation Plan for submission to the state
- Approve the Annual Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the CAC, Program Advisory Committee, Business and Program Committee, LEA Boards, and other concerned agencies and individuals
- Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or this JPA, and other agreements or policies between or among the LEAs
- Approve Transportation contract/resolve disputes in accordance with the Transportation contract

Policies Addressing LEA Responsibilities shall include but not be limited to:

- Child Find

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- Procedural safeguards
- Records and report requirements
- Programs and services
- Students and eligibility criteria
- Uniform procedures for notification, identification, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
- Transportation
- Complaints and hearings
- Private Schools
- Personnel Standards
- Participation in state/district-wide assessments
- Hospital/Foster/LCI/Juvenile Court schools
- Equipment and services
- Consideration of general education resources after referral

Policies Addressing Regionalized Services shall include but not be limited to:

- Interagency coordination and development of agreements
- Non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and uniform procedures for individual service agreements
- Provision of Program Specialist service
- Evaluation, program review, and data collection as required
- Curriculum and program development, as required
- Provision of SELPA personnel and employment standards
- Provision of regionalized staff development
- Resource acquisition
- Resource allocation and distribution according to policy
- Dispute resolution to support parents and LEAs in solving conflict
- Coordination of necessary services
- Other responsibilities as assigned by Superintendents' Council

4. The SELPA Director is authorized by the Superintendents' Council to implement Stanislaus County SELPA Policies and Regulations and specific Superintendents' Council actions on behalf of the Superintendents' Council and the Stanislaus County SELPA. These responsibilities include but are not limited to the signing of official documents, State reports and authorization of expenditures. [56205(a)(12)(D)(ii)]

PROGRAM SPECIALIST SERVICES

In the Stanislaus County SELPA, Program Specialist services are provided as part of the Regionalized Services.

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for

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individuals with exceptional needs.

3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs and services.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

In its mission to provide high quality educational programs and related services to disabled students and operate efficient, cost-effective programs, the Superintendents' Council believes when an individual school district within the SELPA has been authorized by the Council to provide programs and related services to students in classrooms closer to their neighborhood, it does so with the intent to offer these programs and services to other districts within its region.

The Superintendents' Council believes by offering regional programs and related services, districts that feed into these programs give their students the opportunity to reduce the time spent being transported to and from school, the number of times a student must change school districts in order to receive appropriate services as well as creating a system that allows students to transition smoothly from one grade level to the next with their disabled and non-disabled classmates.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Stanislaus County SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other districts or counties.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Stanislaus County Office of Education shall be a member of the superintendent's council that participates in the

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polycymaking process.

LEA Governing Boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the LEA.
2. Enter into agreements with other LEAs participating in the plan, for purpose of delivery of services and programs.
3. Review and approve revisions of the Stanislaus County SELPA Local Plan for Special Education.
4. Participate in the governance of the Stanislaus County SELPA through their designated representative to the Superintendents' Council.
5. Appoint members to the Community Advisory Committee (CAC)

The policies and procedures adopted by the Superintendents' Council under the authority of the adopting LEA board have the same status as other LEA board policy.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education programs and services to all eligible students within its boundaries, including students attending charter schools where that local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout the Stanislaus County SELPA.

Any participating local education agency may provide for the education of special education students in special education programs maintained by other districts or counties, and may include within the special education program students who reside in other districts or counties.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Each participating LEA is responsible for implementing those services assigned to it by the Local Plan and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff. Each LEA is responsible for coordinating the administration of the local plan along with the Stanislaus County Office of Education.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The Superintendents' Council shall:

- Appoint the Stanislaus County SELPA Director
- Evaluate the Stanislaus County SELPA Director

The Stanislaus County Office of Education (SCOE) shall serve as the Administrative Unit.

The Administrative Unit (AU) shall employ and have under their jurisdiction the following staff positions:

- A. SELPA clerical staff
- B. Program Specialist(s)
- C. MIS staff
- D. Transportation Facilitator
- E. Other staff as authorized by Superintendents' Council

The Stanislaus County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

Changes or amendments to the permanent portion of the Local Plan may be considered by the Superintendents' Council. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agencies governing boards and the State Board of Education.

When the local plan is revised, each LEA governing board must approve the plan in order for the district to continue as a participant in the Stanislaus County SELPA.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The SELPA Administrative Unit, as the grantee of federal funds from the State Department of Education, shall

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distribute all or part of the federal funds received to participating Local Education Agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the State Education Agency (SEA) the required MOE information. The LEAs within the Stanislaus SELPA shall compile and submit budget and expenditure information including SEMA and SEMB reports to the SELPA.

FUNDING ALLOCATION

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities.

Amendments to the Annual Service and Budget Plans

The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

- (1) AB602 Base, COLA, Equalization, Growth, RS/PS, 5 - 22 years old; Funding Formula: A./B. Prior Year Total P2 ADA, C./D./E. Current Year Total P2 ADA; Allocation Basis: A./B. Prior Year Total ADA, C./D./E. Current Year Total P2 ADA; Timeline for Distribution: Monthly;
- (2) IDEA Local A. Direct District Assistance Apportionment (Federal) for SDC (RS 3310), B. DOS to DOR; Funding Formula: 1999 Pupil Count + COLA increases yearly; Allocation Basis: Prior Year Dec. 1 Special Ed. Unduplicated Count; Timeline for distribution: Bi-annually
- (3) Property Tax (Local) (RS 6500); Funding Formula: Set by Status Statute (Stanislaus County Rate); Allocation Basis: Current Year General Ed. P2 ADA; Timeline for distribution: Bi-annually
- (4) Revenue Limit A, Direct (state Aid) District (RS 6500) apportionment for SDC, B. SCOE SDC apportionment, C. DOS to DOR SDC 2x's yearly; Funding Formula: A./B/ Individual District Rate x special ed. SDC P2 ADA; Allocation Basis: A./B./C.: Individual District Rate x Special Ed. SDC P2 ADA; Timeline for Distribution: A. Monthly, B. Bi-annually, C. Annually (Year End)
- (5) One Time Money (RS 6500): Funding Formula: Set by state guidelines; Allocation Basis: Funded Year P2 ADA or as otherwise approved by Superintendents' Council; Timeline for Distribution: Based on State Distribution
- (6) Preschool A. Local Grants Entitlement (Federal) (IDEA Part B, Section 611 -Sections 611 & RS3320, 619); Funding Formula: A/B. Prior year December 1 special ed. unduplicated pupil count; Allocation basis: Pass through to provider; Timeline for Distribution: Based on State Distribution Schedule
- (7) State Apportionment; Funding Formula: Based on Current Year Infant Units; Allocation to provider of infant services: Pass through to provider; Timeline for distribution of revenue (Cash): Monthly
- (8) Early Intervention Part C (Federal) (RS 3385); Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
- (9) Infant Discretionary Fund; Funding Formula: Based on the # of Solely Low Incidence Infants reported for the prior year; Allocation to Provider of Infant Services: Pass through to provider; Timeline for Distribution of Revenue: Based on the State Distribution Schedule
- (10) Low Incidence (AB602 State)(SELPA RS 6594); Funding Formula: December 1 Low Incidence Pupil

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County from the Prior Year; Allocation to SELPA for use by all districts: As approved by the SELPA low Incidence Committee; Timeline for distribution of revenue: Monthly

(11) NPS Revenue A. Out of Home Care, Limit (state)(C Placements)A. SELPA (RS 6595) B. NPS/NPA (B. SELPA Insurance Pool RS 6596)(A Placements); Funding Formula: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; Allocation to SELPA for use by all districts: Current Year Annual ADA for NPS placements x Individual District Revenue Limit; Timeline for Distribution of Cash: Bi-annually

(12) Special Education Home to School Transportation; Funding Formula: Prior year expenditures adjusted for COLA and growth; Allocation to SELPA for use by all districts: Distributed to DOR based on pupil count (prior year December 1st severe/school age) and mileage (standard mile)

(13) Personnel Staff Development for SELPA (State RS 6535); Allocation to SELPA for use by all districts: Kept at the SELPA level for SELPA-wide staff development; Timeline for Distribution of revenue: based on the State Distribution Schedule

(14) Out of Home Care (AB602 State)(SELPA RS 6595); Funding Formula: Current year bed count for LCI, group home, foster home, etc.; Allocation to SELPA for use by all districts: A. Used for "c" placements, B. NPS/NPA pool "A" placements used toward NPS/NPA; Timeline for Distribution of revenue: monthly

(15) SELPA Administrative Budget (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget divided by the total current year P2 ADA prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly

(16) NPS/NPA insurance Pool; Expense Allocation Formula: Excess Costs prorated based on each District's Individual Current Year Total P2 ADA; Timeline: Monthly

(17) Program Specialist (PS) (RS 6500); Expense Allocation Formula: Total Superintendents' Council approved budget based on applicable District's Individual Current Year Total P2 ADA; Timeline: Monthly

(18) Special Education Transportation; SELPA transportation admin based on prior year total P2 ADA, general bus and aides based on actual miles, and unique costs such as 1:1 aides/solo/CCS Therapy based on actual costs

c. The operation of special education programs:

Each participating LEA is responsible for implementing those services assigned to the local agency herein and provided for in local budget plans. Each LEA provides assigned programs and services through its own facilities and staff.

However, when an LEA is unable to provide the program specified in a student's individualized education program, that LEA shall, in cooperation with the SELPA/County Program Specialists, arrange for an appropriate placement in a Stanislaus County Office of Education program or in another LEA within the Stanislaus County SELPA. If such placement is not possible, the Stanislaus County SELPA Director will assist the LEA in locating a placement outside of the Stanislaus County SELPA.

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- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

BUDGET

1. The SELPA Director with SELPA staff shall prepare annually a budget draft for review and approval by the Superintendents' Council.
2. The following services are considered typical of the SELPA operation and will be included in the SELPA budget:
 - A. Administration of the SELPA budget:
 - 1) Full time SELPA Director and one FTE Confidential Executive Assistant.
 - 2) Operation and support of the Governance and Program Committees
 - 3) Coordination of program delivery throughout the County, and
 - 4) Calculation of all district program costs
 - B. The SELPA will be housed by the Administrative unit (AU) currently assigned to the County Office. The SELPA does not pay rent for office facilities but can includes the cost of deferred maintenance, custodial and utilities.
 - C. Operating a Management Information System (MIS) that will meet the reporting requirements and provide information desired by the districts. This currently includes:
 - 1) Provisions for various reports and data for use by the districts
 - 2) Processing of ADA reports NPS and LCI
 - D. A separate monthly budget will be prepared regarding coordination of student transportation.
 - E. Coordinating student transportation and acting as liaison with the contractor, school and parents.
 - F. Insuring the transportation contractor is providing adequate service, operating a realistic number of miles for the students being transported, and billing an accurate amount for the services being provided.
3. The MIS system also provides full attendance accounting for all special day classes operated by the County Office and the districts.
 1. Transportation coordination shall be provided and shall be included in the SELPA Transportation budget. The Transportation Specialist provides liaison services for pupil transportation and customer service and shall assure optimization of the miles being driven and that the transportation billings by the contractor are accurate.
 2. The approved budget will be prorated by district's ADA and paid as a SELPA Fee

FEE FOR SERVICE

Fee for Service for Regionalized Providers (FFS) fees will be charged on a monthly basis. The amount will be

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charged per Fee for Service Schedule per student placed in a regionalized SDC or receiving DIS services from a Regionalized Provider.

1. Each regionalized provider will establish their Fee for Service Schedule by March 1st of the prior year.
2. Fees must be revised at least twice per year on November 1st and February 1st and/or April 15th.
3. At the close of the fiscal year, the fee will be adjusted to reflect actual expenses and enrollment. Any necessary adjustments will be charged or credited to the year in which they occurred (True Up/Reconciliation Process).

Fee for Service Schedule Payment Process

Regionalized providers shall use the actual, projected program costs for establishing the Fee for Service. The Fee will be established by March 1st of the prior year. A Fee for Service must be set for each regionalized class and/or service.

1. The Fee for Service may include, but is not limited to:
2. Administration Classified Staff
3. Clerical Staff
4. Certificated Staff
5. Instructional Supplies Books
6. Equipment Printing
7. Network Services Field Trips
8. Facilities Assessments
9. Legal Costs
10. CBI
11. Transportation
12. Hearing Screening/Nursing Services
13. Mileage Indirect Costs
14. Communications Autism Specialists
15. LVN 3.5 hours/half time in PH/MH classes DHH Interpreters - unless 1:1
16. Behavior Intervention Case Managers Staff Training
17. Audiological Services including maintenance of FM systems

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

REGIONALIZED SPECIAL EDUCATION PROGRAMS AND SERVICES AND OPERATIONS

The SELPA Director shall serve on behalf of the member local education agencies and implement the Local Plan including the following regional services and operations:

Coordinate the implementation of services as outlined in the SELPA local plan and SELPA policy.
Program specialists shall provide the following services:

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Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES

The SELPA provides a full continuum of special education programs and services to students with disabilities, including students in charter schools as well as alternative education, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate supplemental aids and services provided in the least restrictive environment. A student shall be referred for special educational services only after the resources of the general education program have been considered and where appropriate, utilized.

CHANGES IN REGIONALIZED SPECIAL EDUCATION PROGRAMS AND SERVICES

A. Changes recommended by the Superintendents' Council

The Superintendents' Council recognizes that as student demographics change within the SELPA, it may become necessary to close classes, shift classes from one location to another, change regionalized providers (Take Backs), combine classes or discontinue the operation of regional programs and related services in order to meet the goals of providing high quality services to students as well as operating efficient and cost-effective programs.

The Superintendents' Council desires that student enrollment data be carefully monitored and analyzed for each regional program on an on-going basis. The Council's intentions are to encourage staff to utilize long and short-term planning strategies to better serve students. The Superintendents' Council believes that ensuring a continuum of services to meet the needs of every student with a disability is the SELPA's highest priority.

Student enrollment data is to be reviewed and analyzed by the PAC every month beginning October 1st of each year for each regional program. The same identification procedures and examination factors are to be used for all regionalized provider programs. This information is to be shared through the Monthly Regionalized Provider Worksheet for Regionalized Special Day Class programs.

Using the SELPA student loading standards as a guide, the PAC will identify any programs that are operating at less than 80% of its intended student loading capacity. Any program that is less than 80% of its student loading capacity will be targeted for closer examination by the Take Back/Continuum Committee.

When examining a regional program as a possible target for closing, relocation, or combining, the PAC should then determine whether the student loading formula needs adjustment due to the severity or unique needs of students in the targeted program. Before recommending the reduction of the student loading standard, PAC is to determine the "industry standard". This is to be accomplished by comparing the loading standards of Stanislaus SELPA with the loading standards of 8-10 other SELPAs with demographics similar to Stanislaus SELPA. If the loading standards are recommended for adjustment, the SELPA Director is to obtain the Superintendents' Council's approval prior to implementing the change.

Next, the Take Back/Continuum Committee is to determine the impact of closing, changing regionalized providers or combining a class on the continuum of services for targeted programs. If closing or combining a service or

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program creates a gap in the continuum of services, a contingency plan must be in place. This will ensure an appropriate instructional setting is available somewhere in the SELPA before making the recommendation to close or combine a class/program.

All requests will be assessed utilizing the same identification procedures and examination factors. This will include answering the following questions: How does the request fit into the current continuum of services? Are all components and related services of the program addressed? What are the facility requirements? What is the fiscal impact for continuum of services to districts? How does this request impact the infrastructure of the geographic regions within the SELPA?

Upon completion of its analysis, the Take Back/Continuum Committee is to make its recommendation to the PAC and the Business and Program Committees. The SELPA Director shall notify the regional provider of the program and services of the SELPA's intent to recommend the relocation, closure, Take Back or combining of a class/program/service to the Superintendents' Council.

A. Changes Requested by Regional Program Providers

Regional program providers shall submit a written request to the SELPA Director of its intent to discontinue or relinquish responsibility to provide a regional program and or related service by November 1st of the year preceding its action. The Superintendents' Council shall notify the regional provider of its authorization or denial of the request by the end of February of the year preceding the discontinuation of its responsibility to provide regional services. The same identification procedures and examination factors are to be used for all regionalized provider programs.

REGIONAL PROVIDERS OF RELATED SERVICES

Related Services within a Regionalized Program/Class Regional operators are responsible for making arrangements to provide related services for their programs. Failure to provide related services may deny the student appropriate erelated services and has the potential to deny the student FAPE and result in compensatory education and attorney's fees.

Regional providers are required to make these related services available regardless of cost or difficulty in procuring the services. Regional providers are encouraged to form partnerships with other districts or contract with outside agencies to obtain these services when it is appropriate or necessary.

When a related service has not been provided as called for by a student's IEP for twenty consecutive school days, the regional program provider shall notify the SELPA Director as well as any feeder districts it serves of this situation in writing to alert them of a potential problem and share the good faith efforts they have made to provide the related service.

Policies, Procedures, and Programs

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Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs,

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and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☐ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

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Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

The Superintendents' Council shall:

- Develop a Joint Powers Agreement to define operations of the SELPA
- Coordinate and implement the Stanislaus County SELPA Local Plan
- Adopt policy for the Stanislaus County SELPA
- Appoint the Stanislaus County SELPA Director
- Evaluate the Stanislaus County SELPA Director
- Approve agreements for Regionalized Services
- Adopt an operations budget for the Stanislaus County SELPA including regionalized services and program specialist
- Approve interagency agreements
- Approve the Annual Budget and Service Plan for submission to the state
- Monitor compliance as required by law
- Provide for an annual audit of all income and expenditures, as required by law
- Receive recommendations from the CAC, PAC, B & P, LEA Boards, as well as other concerned agencies and individuals
- Facilitate interagency coordination and development of agreements
- Facilitate non-public school/agency coordination and development of master contracts including rate setting on behalf of member LEAs and

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Description:

uniform procedures for individual service agreements

- Decide disputes between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan or Joint Powers Agreement (JPA) as well as other agreements or policies between or among the LEAs
- Resolve disputes between SELPAs
- Resolve transportation issues in accordance with the contract between the Stanislaus County SELPA; the Modesto City SELPA and/or the transportation provider for the SELPAs

LEA Responsibilities: Policies Addressing LEA Responsibilities shall include, but not be limited to:

- Child Find
- Coordination and implementation of the Stanislaus County SELPA Local Plan, to include:
 - Procedural safeguards
 - Records and report requirements
 - Programs and services
 - Students and eligibility criteria
 - Uniform procedures for notification, identification, referral, assessment, Individualized Education Plan (IEP) development, implementation, and review, and placement
 - Transportation
 - Complaints and hearings
 - Private Schools
 - Personnel Standards
 - Participation in state/district-wide assessments
 - Hospital/Foster/Licensed Children Institution (LCI)/Juvenile Court schools
 - Equipment and services
 - Consideration of general education resources after referral

Regionalized Services: Policies Addressing Regionalized Services shall include but not be limited to:

- Provision of program specialist service
- Evaluation, program review, and data collection as required
- Curriculum and program development, as required
- Provision of SELPA personnel and employment standards
- Provision of regionalized staff development
- Resource allocation and distribution according to policy
- Dispute resolution to support parents and LEAs in resolving conflict
- Coordination of necessary services
- Other responsibilities as assigned by Superintendents' Council

2. Coordinated system of identification and assessment:

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Reference Number: 3-31, SELPA Procedures Section 1

Document Title: Coordinated System of Identification and Assessment

Document Location: SELPA Policy and Procedures manuals

Description:

It is the responsibility of each LEA to have a coordinated system of identification and assessment for special education services in place.

Any person who suspects that a pupil, age 2 years, 9 months to 22 years, may be an individual with exceptional needs may make a referral by contacting the school, district office, or the SELPA office. Such a referral may provide for the identification and assessment of a pupil with exceptional needs.

The identification of pupils with exceptional needs may be coordinated with school site procedures for identifying those pupils whose needs have been found to be beyond the resources of the general education program. Upon the initiation of a referral, a Pupil Referral form and Assessment Plan must be completed within 15 calendar days. Upon receipt of the completed form, a case manager is appointed (usually a special education teacher) and an Assessment Plan is developed.

3. Coordinated system of procedural safeguards:

Reference Number: 3-33

Document Title: Coordinated System of Procedures Safeguards

Document Location: SELPA Policy Manual

It shall be the policy of the LEAs that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education (FAPE), including the identification, evaluation, and placement process. The LEAs shall protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Procedural Safeguards

A copy of the procedural safeguards shall be made available to parents/guardians of students with a disability once each school year, and:

- Upon initial referral or parent/guardian request for assessment
- With the provision of any assessment plan

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Description:

- Upon receipt of the first state compliance complaint and upon receipt of the first due process complaint in a school year
- When a decision is made to remove a student because of a violation of a code of conduct which constitutes a change of placement
- Upon request by a parent/guardian.

The procedural safeguards notice shall be in a language easily understood by the general public and in the parent/guardian's native language or other mode of communication used by them, unless to do so is clearly not feasible. If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means and that the parent/guardian understands the contents of the notice.

The District may place a copy of the procedural safeguards notice on the district's website.

Complaints

Stanislaus County SELPA and member districts shall follow Stanislaus County SELPA policies and regulations that identify the person(s), employee(s), agency position(s) or unit(s) responsible for ensuring compliance with state and federal law and for receiving and investigating complaints alleging noncompliance or discrimination.

The district Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures. Parents may file a compliance complaint regarding special education through the California Department of Education Special Education Division. Complaints concerning compliance with state or federal law regarding special education may also be addressed in accordance with the district's uniform complaint procedures.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

3-34

Document Title:

Coordinated system of staff development and parent and guardian education

Document Location:

SEPA Policy Manual

The SELPA's staff development program shall assist educational staff in developing knowledge and skills to effectively ensure access and progress in the general curriculum for students with disabilities. Training shall be provided to

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Description:

administrators, general education teachers, special education teachers, support staff, and paraprofessionals.

The SELPA Director shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the SELPA's staff development program is aligned with district needs.

The purpose of the Community Advisory Committee is to educate and serve as a resource to other parents and community members regarding the needs of special education students as well as building community awareness, resources and support for parents with children in the special education system. The group also serves in an advisory capacity to the SELPA regarding the Local Plan and other parent training opportunities.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

3-35

Document Title:

Coordinated System of Curriculum Development and Alignment with the Core Curriculum

Document Location:

SELPA Policy Manual

Description:

The SELPA shall develop and implement a coordinated system of curriculum development and alignment with the core curriculum.

Each LEA within the Stanislaus County SELPA will have in its governing board policies specific references to the development and implementation of a coordinated system of curriculum development and alignment with the core curriculum.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

3-36

Document Title:

Coordinated System Internal Program Review

Document Location:

SELPA Policy Manual

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Description:

1. The coordination and implementation of the Stanislaus County Special Education Local Plan shall be the responsibility of the Stanislaus County SELPA Program Advisory Committee and Business and Program Committee. These committees shall be composed of the Special Education Administrators from each of the twenty-five (25) participating Districts and the County Office of Education in the Local Plan Area.

2. The Stanislaus County SELPA Director is an ex-officio member and serves as Secretary of the committees.

3. The Program Advisory Committee and the Business and Program Committee shall meet monthly during the school year or as needed.

4. The Program Advisory Committee and Business and Program Committee make recommendations to the Stanislaus County SELPA Director regarding the development of policies and regulations as well as the general operations of the SELPA. These recommendations are to include, but not be limited to, the following:

- A. establishment of priorities for the provision of services.
- B. modification of the Local Plan.
- C. development of the Stanislaus County SELPA budget.
- D. evaluation of Professional Development activities.
- E. development of the resource allocation policies.
- F. development of the service delivery policies.
- G. the making of recommendations for the procedures manual.

5. In addition, the Program Advisory Committee and Business and Program Committees will be responsible for:

- a. Coordination of SELPA provided regionalized services with LEA services.
- b. Coordination of student and program placement.
- c. Coordination of transportation services.

The Program Advisory Committee and Business and Program Committee and/or the SELPA Director may create standing committees to assist with these recommendations.

The Program Advisory Committee and Business and Program Committee may be assigned other responsibilities by the Superintendents' Council.

7. Coordinated system of data collection and management:

Reference Number: 3-37

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Document Title: Coordinated System of Data Collection and Management

Document Location:

Description:

The SELPA shall design and implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Department of Management Information System to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.

The SELPA staff will support all the LEAs in the SELPA in their collection and reporting of required data.

The SELPA staff will strive to support a system which is responsive to the data needs of the LEA. The SELPA staff will implement a continuous improvement model of data collection.

8. Coordination of interagency agreements:

Reference Number: 3-38

Document Title: Coordination of Interagency Agreements

Document Location: SELPA Policy Manual

Description:

It shall be the policy of the LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

9. Coordination of services to medical facilities:

Reference Number: 3-39

Document Title: Coordination of Services to Medical Facilities

Document Location: SELPA Policy Manual

The Stanislaus County SELPA Office shall establish a Memorandum of Understanding with any medical facilities (such as California Children's Services (CCS)) that students may need to access in order to provide coordination of special education services and

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Description: support pursuant to IEP involvement.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number: 3-40

Document Title: Coordination of Services to LCIs and Foster Family Homes

Document Location: SELPA Policy Manual

Description: The Stanislaus County SELPA Office shall establish a Memorandum of Understanding with all relevant licensed children's institutions (LCIs) and foster family homes that students may access in order to provide coordination of special education services and support pursuant to IEP involvement as needed. The Stanislaus County SELPA shall provide support to districts to provide placement in LCIs in order to support students

11. Preparation and transmission of required special education local plan area reports:

Reference Number: 3-41

Document Title: Preparation and transmission of required SELPA reports

Document Location: SELPA Policy Manual

Description: The Stanislaus County SELPA Office shall provide services for the preparation and transmission of required special education local plan area reports. Required special education local plan reports will be prepared and transmitted following state guidelines and calendars/due dates. Participating LEAs in the SELPA will be given copies of these reports and the Business and Program Committee (B&P) and Program Advisory Committee (PAC) will review and monitor for understanding.

12. Fiscal and logistical support of the CAC:

Reference Number: 3-42

Document Title: Fiscal and Logistical Support of the CAC

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Document Location: SELPA Policy Manual

Description: The Stanislaus County SELPA Office shall provide fiscal and logistical support to the Community Advisory Committee to provide the necessary guidance and allow for the planning and execution of such activities as parent and community education and legislative day. The purpose of these funds is to provide the tools with which the CAC may aid parents and the community so that the awareness of children with special needs along with special education services and supports in general can be accomplished.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number: SELPA Procedures Section 11 and SELPA policy Chapter 7-11

Document Title: Transportation

Document Location: SELPA Policy and Procedures Manuals

Description:

The Stanislaus County SELPA shall provide coordination of transportation services for individuals with exceptional needs in the manner described in SELPA procedures. An example of this is:

1. The IEP Team will determine if the pupil qualifies for and requires special transportation services.
2. Emergency Information for Special Education Transportation form must be completed by parent or guardian- the person with whom the pupil is physically living (may be house manager, foster parent, etc). Social workers or foster agency worker may not fill out the form.
3. The Request for Special Education Transportation form needs to be filled out completely, making sure to include school, teacher, bell times and school calendar. Incomplete paperwork will be route mailed back or emailed to the regionalized provider to complete and resubmit.
4. Both forms, once completed, should be faxed and/or mailed to the Transportation Department along with a copy of the completed IEP forms. The IEP must stipulate transportation and must be signed by the district and program representative (regional provider) and parent.

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14. Coordination of career and vocational education and transition services:

Reference Number: SELPA Procedures Section 12, SELPA Policy 3-43

Document Title: Secondary Transitions

Document Location: SELPA Procedures and Policies Manuals

Description:

The Stanislaus County SELPA shall coordinate career and vocational education and transition services. An example of this is:

Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16-15 years of age. The goal of transition services is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system.

(30 EC 56460)

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals.

15. Assurance of full educational opportunity:

Reference Number: 3-44

Document Title: Assurances of Full Educational Opportunity

Document Location: SELPA Policy Manual

The Stanislaus County SELPA member districts and LEAs shall provide pupils with disabilities access to educational programs and services available to non-disabled pupils including non-academic and extra-curricular services and activities as appropriate. The LEAs and Stanislaus County SELPA shall monitor the provision of special education services to ensure compliance with applicable state and federal laws and with the SELPA Local Plan.

Accommodations, modifications and/or supplemental aids and services shall also be

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Description:

provided as needed for students who are eligible for services under Section 504 of the Federal Rehabilitation Act of 1973, the American with Disabilities Act and related federal regulations.

Information shall be provided by member districts and LEAs concerning the number of individuals with exceptional needs who are being provided special education and related services (Education Code 56195.8). This information is reported to the California Department of Education.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: SELPA Policy Section 1

Document Title: Funding Allocation

Document Location: SELPA Policy Manual

Description:

The SELPA Director with SELPA staff shall prepare annually a budget draft for review and approval by the Superintendents' Council.

The following services are considered typical of the SELPA operation and will be included in the SELPA budget:

A. Administration of the SELPA budget:

1) Full time SELPA Director and one FTE Confidential Executive Assistant.

2) Operation and support of the Governance and Program Committees

3) Coordination of program delivery throughout the County, and

4) Calculation of all district program costs

B. The SELPA will be housed by the Administrative unit (AU) currently assigned to the County Office. The SELPA does not pay rent for office facilities but can include the cost of deferred maintenance, custodial and utilities.

C. Operating a Management Information System (MIS) that will meet the reporting requirements and provide information desired by the districts. This currently includes:

1) Development of December and End of Year pupil counts (*CASEMIS reporting*)

2) Reporting of classes including teachers assigned

3) Provisions for various reports and data for use by the districts

4) Processing of ADA reports NPS and LCI

D. A separate monthly budget will be prepared regarding coordination of

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student transportation.

E. Coordinating student transportation and acting as liaison with the contractor, school and parents. Insure the contractor is providing adequate service, operating a realistic number of miles for the students being transported, and billing an accurate amount for the services being provided.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number: SELPA Policy Manual Section 4

Document Title: Operations and Personnel

Document Location: SELPA Policy Manual

Description:

Role and Function of Program Specialists provide a range of services in both public and non-public, non-sectarian schools as well as with non-public agencies to include:

1. Observe, consult with, and assist regular and special education staff.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.³
3. Assist with staff development, program development, and innovation of special methods and approaches.
4. Support the assurance that pupils have full educational opportunity regardless of the district of residence.
5. Work on a consultative basis with principals and administrators who operate special education programs.
6. Coordinate placement of students outside their district of residence.
7. Assist with dispute resolution and legal compliance.
8. Serve as liaison and consultant to other professionals, appropriate agencies and the community.

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Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: SELPA Procedures Section 1

Document Title: Identification and Referral

Document Location: SELPA Procedures Manual

The Early Intervention Program is a federally funded family-centered program for infants and toddlers (birth to thirty-six months) with developmental delays, or who are at risk for developmental delays. The intent of the program is to develop and implement a comprehensive, coordinated, interagency system of early intervention services. The program is operated under an agreement between the Valley Mountain Regional Center (VMRC) and the Stanislaus SELPA.

Referrals

Anyone can make a referral, including parents, medical care providers, neighbors, family members, foster parents, and day care providers. In most cases, parents discuss their concerns for their child with the child's health care provider or doctor. When this happens, the health care provider or doctor routinely advises the parent to contact VMRC or the infant/toddler's district of residence (DOR) to request an evaluation for their child. If the child has a visual impairment, hearing impairment, or severe orthopedic impairment, or any combination of these, district representative are advised to contact the intake representatives of SCOE Early Intervention programs and VMRC to assist the parent complete a referral and start the evaluation process. Parent-to-parent support and resource information will also be made available.

No later than 90 days before the child's third birthday, the child's district of residence must be notified as all Early Start children are "potentially eligible" for special education and related services at age three; therefore, all Early Start children must be referred to Part B. This notification may also serve as a referral to Part B services if a child was referred to a lead agency less than 45 days prior to 3rd birthday. Parents may elect to "opt out" for Part B assessment / evaluation once they are contacted by LEA.

Eligibility

Infants and toddlers from birth to 36 months may be eligible for early intervention services if, through documented evaluation and assessment, they meet one of the criteria listed below:

1. Require intensive special education and servicing by having a developmental delay as determined by a significant different between the expected level of development for their age and the current level of functioning in one or more of the five developmental areas: cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and

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hearing. A significant difference is defined as a 33% delay in one or more areas of development before 24 months of age or older at the time of referral, with a 50% delay in one area of development or a 33% delay in two or more areas of development;

2. Require intensive special education and services by having a disabling medical condition or congenital syndrome which the individual family service plan (IFSP) team determines has a high predictability of requiring intensive special education and service;
3. Have an established risk condition of known etiology or with established harmful developmental consequences, with a high probability of leading to delayed development.
4. Are at high risk of having substantial developmental disability due to a combination of biomedical risk factors.

(California Government Code: [Section 95014\(a\)](#)); 5 CCR 3031)

Individual Family Service Plan (IFSP)

A meeting to develop an initial IFSP will be convened for each eligible infant within 45 calendar days of receipt of the written referral and will include the parent, service coordinator and assessment staff. Other family members are welcome to attend. A translator will be provided if necessary. At this meeting, the IFSP document is completed. The IFSP consists of:

1. A statement of the family's resources, priorities and concerns related to enhancing the development of the infant;
2. A statement of the infant's or toddler's present levels of development in each of the areas assessed, based on measured evidence including vision, hearing, and health status, cognitive development, communication development, social and emotional development, and adaptive development;
3. A statement of the major outcomes expected for the infant or toddler and family where services for the family are related to meeting the special developmental needs of the infant;
4. The criteria, procedures, and timelines used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions are necessary.
5. A statement of the specific early intervention services necessary to meet the unique needs of the infant and family.

A periodic review of the IFSP shall be conducted every six months or more frequently, if conditions warrant. The purpose of the review is to determine the degree to which progress is being made and whether modifications of the IFSP are necessary. The periodic review may be conducted in a meeting or another means that is acceptable to the parents, such as a phone call or email. Documentation that

Description:

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the review has been conducted will be entered in the record.

Procedural Safeguards

All Federal, State and Stanislaus SELPA Procedural Safeguards apply to infants and toddlers under Part C including mediation and due process procedures.

Provision of Service

Based on the child's assessed developmental needs and the families concerns and priorities as determined by each child's Individualized Family Service Plan (IFSP) team, early intervention services may include:

- assistive technology
- audiology
- family training, counseling, and home visits
- health services
- medical services for diagnostic/evaluation purposes only
- nursing services
- nutrition services
- occupational therapy
- physical therapy
- psychological services
- service coordination (case management)
- social work services
- special instruction
- speech and language services
- transportation and related costs
- vision services

Transition to Preschool

To ensure the transition of a toddler to preschool under Part B and/or other services that may be available, appropriate representatives of the Regional Center, SCOE Early Intervention staff and District of Residence staff shall participate in a joint transition planning meeting to be held not less than ninety (90) days or more than nine months before the child reaches age three.

The transition conference may occur as early as 2 years 3 months of the child's age. The transition plan is actually a part of the IFSP and not a separate document.

A toddler shall be assessed for eligibility for special education and related services under Part B and, if eligible, and IEP or IFSP shall be developed and implemented by the child's third birthday.

For any child referred to the infant program 44 days or less from 3rd birthday the following steps shall occur:

1. Discussions with, parent s regarding the referral to special education for a toddler with a disability who may be eligible for Part B services.
2. No evaluation/ assessment/ IFSP required by early start, but must notify the LEA the child may be "potentially eligible" for Part B.

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If a child continues to be eligible after transitioning from Part C to Part B, each LEA in the SELPA provides several programming options along a spectrum of placement from solely direct services that the child accesses (such as speech/language support) through specialized day classes for children with severe needs. Depending on each LEA's options, children may also have access to state preschools and Head Start programs. This availability varies from LEA to LEA.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: 3-45

Document Title: Addressing Questions or Concerns to the Superintendents' Council

Document Location: SELPA Policy Manual

Description:

Input may be received from parents, staff, public and non_public agencies and members of the public at large. Individuals wishing an opportunity to address the Superintendents' Council on a particular agenda item or have the council consider a topic are invited to complete a Request to Address Superintendents' Council form, which is available at the SELPA office. Questions or concerns to the SELPA governing body or the SELPA administrator may be addressed with the same method.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: 3-46

Document Title: Dispute Resolution Process

Document Location: SELPA Policy Manual

Description:

Should disputes arise concerning special education related matters or related to the interpretation of this plan between or among the LEAs regarding the scope of the JPA or interpretation of the Local Plan or other matters pertaining to special education, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Stanislaus County SELPA Director shall mediate the dispute. Any dispute not successfully resolved by the Stanislaus County SELPA Director shall be referred to the Superintendents' Council.

The Superintendents' Council shall hear the facts of the dispute and shall render a written decision on the matter which shall be binding on the parties.

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4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: SELPA Policy 6-18

Document Title: Referral for Special Education Instruction

Document Location: SELPA Policy Manual

Description:

Each LEA shall have a process to ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number: SELPA Policy 6-19

Document Title: NPS Oversight

Document Location: SELPA Policy Manual

The LEA shall ensure that all requirements of each student's individualized education program are being met for those student enrolled in nonpublic, nonsectarian schools. The LEA also shall use methods to evaluate whether or not the student is making appropriate educational progress. This shall be done by monitoring the progress of each student toward his or her annual goals/objectives.

In accordance with Education Code 56366.1(e)(3), an LEA that enters into a master contract with a nonpublic, nonsectarian school for a student's placement shall conduct,

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Description:

at minimum, both of the following:

- (a) An onsite visit to the nonpublic, nonsectarian school before placement of a student if the LEA does not have any students enrolled at the school at the time of placement.
- (b) At least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the LEA has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the student through the individual service agreement between the LEA and the nonpublic, nonsectarian school, a review of progress the student is making towards the goals set forth in the student's IEP, a review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable, an observation of the student during instruction, and a walkthrough of the facility. The LEA shall report the finding resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

SELPA Policy 6-9

Document Title:

Services to Adult Students in County Jail Facilities

Document Location:

SELPA Policy Manual

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act

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(IDEA) and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

ELIGIBLE ADULTS

Adults who are aged 18 through 22 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a PAPE (hereinafter, "eligible adults"). (See 20 U.S.C. § 1400 (d) (1) (A), (B), (C); 20 U.S.C. § 1412(a) (1) (A); Cal. Educ. Code, §§ 56000, 56040(b).) This applies to adults incarcerated in California adult jails and prisons.

However, an individual aged 18 through 22 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a) (1) (B); Cal. Educ. Code, § 56040(b).)

DISTRICT OF RESIDENCE

Description:

For eligible adults who prior to reaching the age of majority resided within the Stanislaus County SELPA geographic boundaries, the applicable local educational agency (LEA) within the SELPA shall ensure they have available to them a FAPE. Generally, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned, as follows:

(a) For non-conserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local educational agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.

(b) For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the conservator, relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local educational agency.

(Cal. Educ. Code, § 56041)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Once SELPA or the responsible LEA is informed that an eligible adult is incarcerated in an adult correctional facility, the responsible LEA will determine whether the eligible adult requests to receive FAPE. Once the request has been made,

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the responsible LEA shall review and revise the IBP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located. The eligible adult must consent to the receipt of such services in order to receive said services while incarcerated.



Item c

Approve application for Title funding- Modesto Campus

Item d

Approve application for Title funding – Salida Campus

Great Valley Academy Modesto

February 2021

	A Actual YTD	B Revised Budget YTD	C Estimated Balance of year	D Revised Budget Balance of year	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
	Jul 20-Feb 21	Jul 20-Feb 21	Mar 21-Jun 21	Mar 21-Jun 21			
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	4,569,708	4,791,249	3,406,562	3,185,021	7,547,408	7,976,270	7,976,270
8100 · Federal Revenue	543,174	502,589	329,315	332,179	254,866	834,768	872,489
8300 · Other State Revenues	186,259	193,354	97,204	127,831	207,634	321,184	283,463
8600 · Other Local Revenue	57,251	54,572	22,346	25,024	417,200	79,596	79,596
8700 · Selpa	263,283	282,958	178,841	159,166	455,807	442,124	442,124
Total Income	5,619,675	5,824,722	4,034,268	3,829,220	8,882,916	9,653,943	9,653,943
Gross Profit	5,619,675	5,824,722	4,034,268	3,829,220	8,882,916	9,653,943	9,653,943
Expense							
1000 · Certificated Salaries	2,096,181	2,096,890	1,403,362	1,402,653	3,207,723	3,499,543	3,499,544
2000 · Classified Salaries	1,170,313	1,157,537	586,425	599,201	1,850,164	1,756,738	1,756,738
3000 · Employee Benefits	912,257	912,386	661,366	661,237	1,521,712	1,573,623	1,573,623
4000 · Books & Supplies	576,815	576,288	484,354	484,881	646,199	1,061,169	1,061,169
5000 · Services & Other Operating Exp	726,053	807,965	581,168	499,256	1,228,552	1,307,221	1,307,221
6000 · Capital Outlay	15,141	15,141	19,859	19,859	35,000	35,000	35,000
7430 · All Other Financing Uses	142,220	142,220	182,967	182,968	325,188	325,188	325,188
Total Expense	5,638,980	5,708,429	3,919,502	3,850,053	8,814,539	9,558,482	9,558,482
Net Ordinary Income	-19,305	116,294	114,766	-20,833	68,377	95,461	95,461

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	P1 5,210,239.50	4,924,196.89	4,980,393.09	4,546,228.79	4,069,316.15		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	189,171.00	135,499.95	135,499.95	135,499.95	0.00	1,411,088.15	4,516,665.00
EPA Funding	8012		0.00	417,679.00						417,679.00			0.00	417,679.00	1,670,716.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	230,859.67	115,429.83	115,429.83	115,429.83	115,429.83	1,648,999.00
Selpa Prop Tax	8097							78,853.00						61,037.00	139,890.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	20,024.20	0.00	32,376.50	72,584.78	32,000.00	32,000.00	32,000.00	35,000.00	30,158.12	325,640.00
LLMF Federal CR sec 110	8290			369,262.00			9,430.00							28,291.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,664.07	0.00	47,465.48	6,291.47	3,000.00	3,000.00	3,000.00	3,000.00	(54,340.22)	16,376.66
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550					14,945.00							0.00	0.21	14,945.21
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							49,697.58			42,748.33			40,518.59	132,964.50
Lottery, prop 20	8561										0.00		43,435.07	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94			(764.23)	(12,078.00)					12,842.23	8,558.97
Uniform Sales	8638		1,089.01	(57.00)	13,845.00	2,774.00			393.00				1,098.99	857.00	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	4,004.20	3,104.07	2,206.68	5,709.60	5,000.00	5,000.00	5,000.00	5,000.00	4,975.45	44,596.38
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	405.21	5,402.19	(39.16)	2,825.67	0.00	0.00	0.00	(4,585.60)	0.00	15,000.00
Selpa AB602	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.00	39,791.00	39,791.00	20,116.00	39,791.16	39,791.16	39,791.16	0.00	59,467.52	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	666,030.68	1,018,038.26	792,218.85	416,933.52	863,829.78	373,469.27	330,720.94	198,378.29	2,267,869.88	9,653,942.79
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	295,329.05	294,536.54	301,029.46	303,599.46	304,308.13	304,308.13	304,308.13	490,437.64	0.00	3,499,543.51
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	163,178.96	171,969.43	149,102.51	163,660.40	150,885.35	150,885.35	150,885.35	133,769.44	0.00	1,756,738.00
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	125,227.15	126,496.92	139,141.31	134,367.96	134,497.68	134,497.68	134,497.68	257,873.24	0.00	1,573,622.81
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	126,349.54	123,910.71	17,692.81	71,517.99	70,990.95	70,990.95	70,990.95	271,380.95	0.00	1,061,169.00
Services & Other Operating Expense	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	76,279.06	56,362.14	123,729.00	47,366.98	129,279.71	129,279.71	129,279.71	193,329.12	0.00	1,307,220.91
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	5,500.00	0.00	0.00	0.00	0.00	0.00	0.00	19,859.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	18,518.07	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	129,952.18	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,381.83	790,947.50	748,366.85	738,184.55	807,633.58	807,633.58	807,633.58	1,496,601.57	0.00	9,558,482.08
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(144,351.15)	227,090.76	43,852.00	(321,251.03)	56,196.20	(434,164.30)	(476,912.63)	(1,298,223.27)	2,267,869.88	95,460.71
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16	39,498.64	35,386.51	(31,621.03)	35,208.42						0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	4,924,196.89	4,980,393.09	4,546,228.79	4,069,316.15	2,771,092.88		

Great Valley Academy Salida
February 2021

	A Actual YTD Jul 20-Feb 21	B Revised Budget YTD Jul 20-Feb 21	C Actual Estimated Balance of year Mar 21-Jun 21	D Revised Budget Balance of year Mar 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	4,463,880	4,497,496	3,083,816	3,050,200	7,015,714	7,547,696	7,547,696
8100 • Federal Revenue	411,098	381,891	214,450	210,076	181,179	591,967	625,548
8300 • Other State Revenues	187,658	195,572	102,131	127,797	195,400	323,370	289,789
8600 • Other Local Revenue	13,660	13,414	17,463	17,709	371,750	31,123	31,123
8700 • SELPA	251,854	270,478	170,771	152,147	357,452	422,625	422,625
Total Income	5,328,150	5,358,851	3,588,631	3,557,930	8,121,496	8,916,781	8,916,781
Gross Profit	5,328,150	5,358,851	3,588,631	3,557,930	8,121,496	8,916,781	8,916,781
Expense							
1000 • Certificated Salaries	1,896,280	1,910,795	1,340,209	1,325,695	2,913,769	3,236,490	3,236,490
2000 • Classified Salaries	968,721	987,172	661,616	643,165	1,597,609	1,630,337	1,630,337
3000 • Employee Benefits	837,667	839,391	573,073	571,349	1,326,454	1,410,739	1,410,739
4000 • Books & Supplies	482,820	485,845	250,206	247,181	501,191	733,026	733,026
5000 • Services & Other Operating Exp	688,655	752,683	594,236	530,208	1,232,917	1,282,891	1,282,891
6000 • Capital Outlay	8,801	16,801	81,199	73,199	30,000	90,000	90,000
7430 • All Other Financing Uses	239,769	239,769	172,123	172,123	411,892	411,892	411,892
Total Expense	5,122,713	5,232,455	3,672,661	3,562,919	8,013,832	8,795,374	8,795,374
Net Ordinary Income	205,437	126,396	-84,030	-4,989	107,664	121,407	121,407

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,289.46	2,742,789.83	2,292,541.88		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	271,362.00	182,986.77	182,986.77	182,986.77	0.00	1,911,543.69	6,099,559.00
EPA Funding	8012		0.00	42,547.00			42,547.00			42,547.00			0.00	42,547.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	160,284.67	80,142.33	80,142.33	80,142.33	80,142.33	1,144,889.00
Selva Prop Tax	8097							75,696.00						57,364.00	133,060.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	14,719.50	0.00	18,107.40	41,161.96	11,954.40	11,954.40	11,954.40	11,954.40	40,267.28	190,442.00
LLMF Federal CR sec 110	8290			300,346.00			8,395.00						(8,395.00)	33,581.00	333,927.00
State Food Revenue	8520			2,367.25	0.00	1,227.88	0.00	35,157.51	3,717.13	1,800.00	1,800.00	1,800.00	1,800.00	(37,326.92)	12,342.85
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550					14,347.00							68.30	0.00	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										0.00	63,390.00
Lottery	8560							47,763.41			42,748.33			37,129.26	127,641.00
Lottery, prop 20	8561													41,696.06	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)			18.45	(10,634.00)				10,615.55	0.00	30,303.34
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,709.29	3,323.84	1,431.26	3,310.68	1,500.00	1,500.00	1,500.00	1,500.00	224.93	18,411.17
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	66.05	1,256.30	(495.74)	(64.76)	1,500.00	1,500.00	1,500.00	1,500.00	5,238.15	12,711.84
Selva AB602	8792	21,131.00	21,131.00	21,131.00	16,905.00	76,072.00	38,036.00	38,036.00	19,412.00	38,036.00	38,036.00	38,036.00	38,036.00	0.00	56,663.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	751,809.72	736,226.14	858,382.29	419,856.01	440,608.84	360,667.83	317,919.50	99,185.58	2,370,248.78	8,916,780.56
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	277,011.25	281,895.76	264,261.00	269,388.20	283,902.59	283,902.59	283,902.59	488,501.30	0.00	3,236,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	132,212.27	132,054.27	121,982.37	126,257.87	144,708.68	144,708.68	144,708.68	227,490.07	0.00	1,630,337.18
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	117,202.69	117,798.11	123,990.35	120,949.04	122,672.99	122,672.99	122,672.99	205,053.68	0.00	1,410,739.43
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	115,339.09	116,333.49	22,180.78	52,173.35	55,198.07	55,198.07	55,198.07	84,611.45	0.00	733,025.70
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	46,519.03	116,548.21	97,689.29	59,787.13	123,815.14	123,815.14	123,815.14	222,790.20	0.00	1,282,890.59
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	0.00	0.00	0.00	0.00	8,000.00	8,000.00	8,000.00	57,199.00	0.00	90,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	30,678.97	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	82,512.78	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	718,963.30	794,499.83	659,973.78	658,425.58	768,167.46	768,167.46	768,167.46	1,368,158.48	0.00	8,795,374.06
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	32,846.42	(58,273.69)	198,408.51	(238,569.57)	(327,558.63)	(407,499.63)	(450,247.96)	(1,268,972.90)	2,370,248.78	121,406.50
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	0.00			903.00						850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00		54.39							
Note Payable for Curriculum From Modesto (to Modesto)															
Mortgage & Const Loan (Paid)															
Const costs from loan to BS	\$ -														0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,289.46	2,742,789.83	2,292,541.88	1,023,568.98		

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
April 26, 2021 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/87408932057?pwd=N29aZ2toa2d6Tk1ZNUlqcU5EVGczZz09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 87408932057. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

- a. PUBLIC PARTICIPATION**
- b. MODESTO PRINCIPAL REPORT**
- c. SALIDA PRINCIPAL REPORT**
- d. HOMESCHOOL PRINCIPAL REPORT**
- e. CHIEF OPERATING OFFICER'S REPORT**
- f. CHIEF EXECUTIVE OFFICER'S REPORT**
- g. FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of Regular Board Minutes of March 29, 2021
- b. Ratify updated substitute teacher rates

e. ACTION ITEMS

- a. Approval of Modesto LCAP Federal Addendum
- b. Approval of Salida LCAP Federal Addendum
- c. Approval of NWEA-MAP annual assessment- Modesto and Salida campuses
- d. Approval of Modesto revised 2020-2021 Academic Calendar
- e. Approval of Salida revised 2020-2021 Academic Calendar

f. INFORMATION AND DISCUSSION

- a. Monthly Financials

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS – May 24, 2021**

~4:30 pm Via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

April 26, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows [Mar. 18- April 15]

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	64	62.000	96.25%	66.951	96.86%
1	73	69.466	95.15%	73.797	96.22
2	82	78.400	95.12%	80.188	97.12%
3	83	78.266	94.73%	83.223	96.71%
4	71	66.066	93.74%	67.363	95.05%
5	90	85.400	94.44%	88.888	95.87%
6	100	97.600	97.60%	98.251	97.15%
7	90	87.733	97.18%	89.286	98.39%
8	86	79.466	92.40%	83.573	95.73%
Total	739	704.400	95.23	731.524	96.61%

2. Key Accomplishments:

Extended School Opening
Mental Health Awareness Event- Understanding Grief/Loss
Kindness Spirit Day - April 15
Community Leadership Team Planning
Continued Pillars School Leadership
Weekly Virtual School Assemblies

3. Upcoming Key Events/Activities:

May the 4th Spirit Day
Modified Incoming Kinder Experience
Staff Appreciation- May 3-7
NWEA Spring Testing - May 4, 6, 11

Great Valley Academy Salida

Charter School Monthly Summary Report

April 26, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

April attendance dates reflect 04/01 through 04/16

Grade	Enrollment	ADA	ADA %	YTD	YTD %
K	85	77.73	91.44	84.66	95.85
1	78	73.18	93.82	80.12	97.11
2	91	86.36	94.90	90.67	96.74
3	89	83.82	94.17	88.42	97.37
4	89	84.00	94.38	87.51	97.95
5	85	81.09	95.40	85.58	97.10
6	87	80.54	92.58	87.15	96.94
7	79	74.91	90.14	79.08	95.63
8	83	74.82	90.14	85.64	94.60
Total	766	716.45	93.53	768.84	96.59

2. Key Accomplishments:

- a. Transition to 4-day week and longer day going well
- b. Health protocols continue to function well and limit exposure to students and staff

3. Upcoming Key Events/Activities:

- a. 8th grade promotion plans solidifying
 - a.i. June 2nd at Shelter Cove Church
- b. 6th grade virtual science camp
- c. GVA 10 year celebration video in process
- d. Staff gifts, GVA sunhats, on the way
- e. NWEA testing
- f. Final report cards
- g. Completion of staff evals
- h. May 7th: multi-campus celebration

Great Valley Academy Homeschool

Charter School Monthly Summary Report

April 26, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	13	13	100	14	98.5
1	13	13	100	14	99.2
2	11	11	100	11.7	99.1
3	12	12	100	12.8	98.7
4	10	10	100	9.8	99.8
5	10	10	100	11.3	99.5
6	7	7	100	7.5	99.6
7	13	13	96.7	10.9	98.9
8	7	7	95.6	6	94.9
Total	96	94.3	99.2	98.4	98.8

2. Key Accomplishments:

- a. April 4, 2021 – March AWR due
- b. April 6, 2021 – New Family Orientation (Building roster for the 21-22 school year)
- c. April 13, 2021 – AT Interviews
- d. April 19, 2021 – Teaching Demos
- e. April 26, 2021 – Begin NWEA for Spring

3. Upcoming Key Events/Activities:

- a. May 3, 2021 – 8th Grade graduation info sent home
- b. May 4, 2021 – New Family Orientation for 2021-2022
- c. May 7, 2021 – Teacher In-Service
- d. June 2nd & 3rd – 8th Grade graduation – Individual small ceremonies in our center

Chief Operating Officer's Report
April 26, 2021
Board Meeting



Process and Policy Updates

- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Student and Employee Handbook Reviews – Spring 2021

Multi-Campus Responsibilities

- ❖ Distribution of new student Chromebooks – Complete
- ❖ Distribution of new staff laptops – In Progress
- ❖ Curriculum purchases for 21/22 – In Progress
- ❖ Federal Funding Review – In Progress
- ❖ Planning Breakfast & Lunch Service for On-Campus Students – Complete
- ❖ Evaluate Property and Liability Insurance Options for 21/22 – In Progress
- ❖ Multi Year Budget Projections – First Draft Complete
- ❖ Launch of SchoolWise Parent Portal – Postpone to 21/22
- ❖ Hybrid Schedule Disinfection & Cleaning Protocols – Ongoing
- ❖ PPE Distribution for Students and Staff – Ongoing
- ❖ Kids' Care Summer Program Planning – In Progress
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Fall 2021
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ March 2021
 - ❑ 2,360 Users Visited (89.49% New/10.51% Returning)
 - ❑ 9,746 Page Views
 - ❑ Users Averaged 2:04 Minutes on the Site
 - ❑ 56.67% Mobile – 42.10% Desktop – 1.23% Tablet
 - ❑ Type: Organic 63.8% – Direct 29.7% – Referral 3.8% – Social 2.7%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ New Audit Requirements – Ongoing
- ❖ New Funding Requirements – Ongoing
- ❖ SSC Governor Budget Review – May 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ SCOE CBO Meetings – Ongoing



Chief Executive Officer's Report April 26, 2021 Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Monthly SELPA PAC meetings
- Bi-Weekly SCOE Superintendent meetings
- SCOE Board Presentation-GVA Modesto update

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process
- Development and implementation of staff mental health service provision
- Development and implementation of student/parent mental health service provision
- Coordination of staff vaccination access
- Reopen Jr. High plan (started 3.29.21)
- Expanded in person learning plan (started 3.29.21)
- Analysis of Spring testing options
- Application process for access to federal funding (via Title 1 process)



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Teacher's aide added to staff
- Expanded into adjoining suite
- Chris is moving out of state, principal recruiting process has begun
 - Round 1 interviews complete, round 2 interviews week of 4.26.2021
 - New leader announcement early May

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with increased in person learning combined in conjunction with students remaining in distance learning

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with increased in person learning combined in conjunction with students remaining in distance learning

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes
- Updated safety plans approved February 22, 2021



Founders Report
Great Valley Academy School Board
April 26, 2021

It is wonderful to see students back on campus. They are excited to see friends and teachers. As predicted, some of the students are coming back with high needs for GVS services as well as other services provided by GVA. We are now working outside with small groups of students rather than the larger groups that we saw in the past. We are seeing a lot more student progress with the small groups and are looking at ways to serve all the students that need GVS in a more personal way.

Vision screenings for staff and on campus students are done on a weekly basis.

Some students remain in distance learning mode and we have one GVS staff person specializing in that program.

Staff trainings have continued with the GVS staff and Lindsey Duran, a teacher in Salida.

The GVS staff and I are continuing to make YouTube training videos. These are used to demonstrate brain development techniques that can be used by classroom teachers for their students. They are also being adapted to train teachers in the importance of brain development.

I am pleased with the progress of the GVS staff to eventually do student evaluations and to establish training programs for students that need GVS intervention. They can also aid teachers in understanding the importance of visual skills for successful learning.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
March 29, 2021

MINUTES

Members Present: Steve Payne, Yolanda Meraz, Susan Nisan, Vince Jamison, Chad Wolf

Members Absent: Twila Tosh

Great Valley Academy Staff Present: Leah Silvestre Franklin, Dr. Eldon Rosenow, Marisa Meeks, Russ Howell, Mike Ruehle, Megan Barajas

Audience Present: Jeremy Coe

Call to Order: Mr. Payne called the meeting to order at 4:30 pm

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Modesto Principal Report: Mr. Ruehle spoke about all the super positive vibes on campus with the kids being back. Everyone was great and the Junior High students were very excited to be back.

Salida Principal Report: Mr. Howell talked about how proud he is of all staff and how things were handled on the students first day back. Students were very willing to follow protocols and parents were great during drop off and pick up. All were very understanding and patient.

Homeschool Principal Report: Written report only

MINUTES

Regular Meeting of the Board

March 29, 2021

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Chief Operating

Officer's Report:

Mrs. Meeks thanked the multi campus team and said how proud she was of all! With food service serving breakfast and lunch to all students, the tech team working to get chromebooks out and Kids Care ramping back up, everyone has pulled together to get it done!

Chief Executive

Officer's Report:

Ms. Silvestre Franklin spoke about the students returning to campus and how exciting the first day was to watch. There were no complaints, no fuss and it felt almost normal. Great job by all! Modesto had an 85% student return rate while Salida had an 83% return. Mental health services have begun and there has been lots of activity with 60% of referrals coming from parents. Staff counseling numbers also continue to be solid.

Founder's Report:

Dr. Rosenow gave thanks to the GVS staff for being very adaptable and making it work. All GVS intervention is being done outside and it's working very well.

Approval of Agenda/

Order of Agenda:

The motion was made by Mrs. Meraz, seconded by Mrs. Nisan, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Jamison, seconded by Mrs. Wolf approving the consent agenda items. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

March 29, 2021

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Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Nisan, seconded by Mr. Payne approving the Classified Salary Schedule. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: Wolf

b. The motion was made by Mr. Jamison, seconded by Mrs. Nisan approving the Stanislaus County SELPA Local Plan. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

c. The motion was made by Mrs. Nisan, seconded by Mr. Payne approving the application for Title funding - Modesto Campus. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

d. The motion was made by Mrs. Nisan, seconded by Mr. Jamison approving the application for Title funding – Salida Campus. A roll call vote was taken.

AYES: Jamison, Payne, Wolf, Nisan, Meraz

NOES: None

ABSENT: Tosh

ABSTENTIONS: None

Information and

Discussion:

Monthly Financials

Both campuses are on target to meet budget.

MINUTES

Regular Meeting of the Board

March 29, 2021

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Future Agenda

Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – April 26, 2021

~4:30 p.m. via Zoom

Adjournment:

The meeting was adjourned at 4:55 p.m. and Jerry Simmons of Young, Minney & Corr presented Brown Act Training to GVA Staff and Board Members.



Ratify Updated Substitute Teacher Rates

Daily Rate	\$200
½ Day Rate	\$110
Long Term Rate	\$225/day

LCAP Federal Addendum System

Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESSA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Response from Great Valley Academy:

Great Valley Academy will use federal funds in conjunction with state funds to invest in our students in, with focus in the following areas:

Investing and supporting teachers through the induction process, as well as the provision of site specific support for new teachers.

Investing and supporting online access by providing device and technology access.

Investing in the development and expansion of CCSS aligned instructional materials, and related professional development.

Investing in the continued development of RTI services (ELA & Math).

Investing in the development and expansion of our EL lead staff; sharing best practices, leading ELPAC process (internal & external stakeholders), and providing staff support.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Response from Great Valley Academy:

Great Valley Academy will use federal funds in conjunction with state funds in support of actions to achieve our LCAP goals, in alignment with the LCFF state priorities and GVA local priorities. Academic outcomes are measured by CAASPP, ELPAC and NWEA Map assessment results. Local priority outcomes are captured in survey results from various stakeholder groups.

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Leah Silvestre Franklin

Contact Phone

and Optional Extension

2095762283

Optional Extension

Contact Email

l.franklin@greatvalleyacademy.com

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Great Valley Academy:

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Great Valley Academy:

Great Valley Academy (GVA) engages with parents partners in their child's education, we believe that this is a vital component of a child's success in school and life in general. GVA schools were developed with a focus on creating and maintaining a Safe Loved Learning environment, with the most critical element being relationships. We foster this relational orientation in many ways, and see that it contributes to a feeling of safety and belonging at GVA.

GVA uses ParentSquare as our communication tool (accessible by email, app or text), which is used for weekly communication from site administrators and regular communication from/to teachers. This tool allows for parents to set default language and receive communications in their chosen language.

GVA encourages and develops this partnership creating a relational, welcoming environment in several ways, highlighted below:

Weekly parent communication with relevant, up to date calendar items and upcoming campus centered special events.

Regular in person coffee meetings to discuss the latest on GVA campuses, answer questions and discuss/plan upcoming events.

Parent volunteers in classrooms, on field trips, leading and supporting special events on campus.

Family centered activities such as meet & greet night (before school year begins), talent show, Spring concert, jogathon, movie night, Fall boutique and end of the year party.

Regular survey facilitation to provide high levels of access/input to the development of GVA processes & policies.

GVA provides CCSS aligned curriculum and curricular resources, with online accessibility for at home support. Staff works with students and parents as needed in support of accessibility. GVA provides Chromebooks and hotspots for students needing them to participate in online curricular opportunities. School site state testing information is presented in parent meetings with open Q&A to facilitate understanding (in addition to parents receiving copies of their students results).

GVA parents report feeling welcome on GVA campuses, many are involved in campus based activities and have open communication with their children's teachers as well as the site administrative team.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Great Valley Academy:

SWP: N/A

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Great Valley Academy:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Great Valley Academy:

Great Valley Academy supports children experiencing homelessness in the following ways;

Provisions of school supplies as needed

Provision of time & space for student to study or complete homework

Fee waiver for extracurricular activities

Ongoing family communication, including provision of community resources

Access to Student Assistance Specialist for social emotional support
Provision of public transportation vouchers as needed
Automatic eligibility for free meals and snacks as part of the school lunch program

Confidentiality regarding family's living situation is prioritized.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Great Valley Academy:

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Great Valley Academy:

Great Valley Academy is a K-8 public charter school, enrolling students from various communities in our region. Given that, we have students moving from 8th grade to various high school districts within our communities. GVA hosts a high school information session for parent interested in learning more about local schools, and forwards via ParentSquare, specifics related to timelines, and other requirements for nearby high school districts.

GVA participates in transitional IEP meetings for all 8th grade students moving on to high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Great Valley Academy:

N/A

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Leah Silvestre Franklin

**Contact Phone
and Optional Extension**

2095762283

Optional Extensio

Contact Email

l.franklin@greatvalleyacademy.com

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

LCAP Federal Addendum System

Title I, Part A, Educator Equity

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Great Valley Academy:

Not applicable, Great Valley Academy is a charter school.

Title I, Part A, Educator Equity Contact

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Contact Name

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Contact Phone and Optional Extension

2095762283

Optional Extension

Contact Email

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California Department of Education

LCAP Federal Addendum System

Title I, Part A

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Response from Great Valley Academy - Salida:

N/A

Title I, Part A Contact

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Contact Name**Contact Phone****and Optional Extension****Contact Email**

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233

California Department of Education

LCAP Federal Addendum System

Title I, Part A, Educator Equity

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Response from Great Valley Academy - Salida:

Not applicable, Great Valley Academy is a charter school.

Title I, Part A, Educator Equity Contact

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approval of this section via email.

Contact Name

Leah Silvestre Franklin

**Contact Phone
and Optional Extension**

2095762283

Optional Extensio

Contact Email

l.franklin@greatvalleyacademy.com

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Item c.

NWEA-MAPP Annual Assessment –
Modesto and Salida campuses

Great Valley Academy-Modesto 2020-2021 Academic School Calendar

3-10 Teacher Training
11 1st Day of School
25-31 NWEA Testing

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15 days

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 days- End of Trimester 2 – Feb. 26

1-26 NWEA Testing
8 Teacher In Service
15 Presidents' Day
17-19 Parent Conferences

2-18 NWEA Testing
7 Labor Day- No School
18 Teacher In Service
23 Character Report Cards

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 days

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18 days

3 Academic Report Cards
22-26 Spring Break

7-9 Parent Conferences
12-16 Fall Break- No School

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 days

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 days

2 Spring Holiday

11 Veterans Day
No School
18 Academic Report Cards
25-27 Thanksgiving Day
No School

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17 days- End of Trimester 1 Nov 6

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 days

5 Character Report Cards
5-14 NWEA Testing
7 Teacher In Service
31 Memorial Day
No School

21-31 Winter Vacation
No School

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 days

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3 days – End of Trimester 3 – June 3

2 Academic Report Cards
3 Last Day of School

176 days

1-8 Winter Vacation
No School
4 Teacher In Service
11-29 NWEA Winter Testing
18 M.L. King Day
20 Character Report Card

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 days

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

No School

Minimum Day

GVA SALIDA | 2020-2021 CALENDAR

3 Obsv 4th of July

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

0

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14

1 New Year's Day
4-8 Winter break
18 M.L. King Day
Winter NWEA

3-10 Teacher in service
11 1st day of school
Fall NWEA

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

15

Tri 1 start 8/11

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18

Tri 2 end 2/26

8 Teacher in service
10-12 Parent/teacher conf.
15 Presidents' Day

7 Labor Day
18 Teacher in service

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18

Tri 3 start 3/1

15-19 Spring break

7-9 Parent/Teacher conf
12-16 Fall break

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21

2 Spring holiday

11 Veterans Day
25-27 Thanksgiving break

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17 Tri 1 end 11/6 Tri 2 start 11/9

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19

7 Teacher in service
31 Memorial Day

21-31 Winter break

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3

Tri 3 end 6/3

3 Last day of school

176 School days
9 Teacher in service days
Minimum days

Draft 4/23/21

Great Valley Academy Modesto
March 2021

	A Actual YTD Jul 20-Mar 21	B Revised Budget YTD Jul 20-Mar 21	C Estimated Balance of year Apr 21-Jun 21	D Revised Budget Balance of year Apr 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	5,395,084	5,575,288	2,598,857	2,400,982	7,547,408	7,976,270	7,993,941
8100 · Federal Revenue	543,174	534,589	329,315	300,179	254,866	834,768	872,489
8300 · Other State Revenues	259,367	194,662	68,738	126,523	207,634	321,184	328,104
8600 · Other Local Revenue	65,795	59,572	19,036	20,024	417,200	79,596	84,831
8700 · Selpa	263,283	322,749	178,841	119,375	455,807	442,124	442,124
Total Income	6,526,703	6,686,860	3,194,787	2,967,083	8,882,916	9,653,943	9,721,489
Gross Profit	6,526,703	6,686,860	3,194,787	2,967,083	8,882,916	9,653,943	9,721,489
Expense							
1000 · Certificated Salaries	2,404,101	2,401,198	1,119,443	1,098,345	3,207,723	3,499,543	3,523,544
2000 · Classified Salaries	1,326,372	1,308,423	470,366	448,315	1,850,164	1,756,738	1,796,738
3000 · Employee Benefits	1,041,213	1,046,884	532,410	526,739	1,521,712	1,573,623	1,573,623
4000 · Books & Supplies	723,839	647,279	337,330	413,890	646,199	1,061,169	1,061,169
5000 · Services & Other Operating Exp	805,360	937,245	501,861	369,976	1,228,552	1,307,221	1,307,221
6000 · Capital Outlay	15,141	15,141	19,859	19,859	35,000	35,000	35,000
7430 · All Other Financing Uses	159,892	159,892	165,296	165,296	325,188	325,188	325,188
Total Expense	6,475,918	6,516,062	3,146,564	3,042,420	8,814,539	9,558,482	9,622,482
Net Ordinary Income	50,785	170,798	48,223	-75,337	68,377	95,461	99,007

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	4,924,196.89	5,032,834.78	4,542,519.80	4,054,204.83		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	189,171.00	92,634.00	130,149.57	130,149.57	0.00	1,286,308.86	4,338,319.00
EPA Funding	8012		0.00	417,679.00		417,679.00		417,679.00		461,107.00			0.00	430,125.00	1,726,590.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	271,635.00	135,818.00	135,818.00	135,818.00	135,817.00	1,771,326.00
Selpa Prop Tax	8097							78,853.00						78,853.00	157,706.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	20,024.20	0.00	32,376.50	72,584.78	0.00	32,000.00	32,000.00	35,000.00	62,158.12	325,640.00
LLMF Federal CR sec 110	8290			369,262.00			9,430.00							28,291.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,664.07	0.00	47,465.48	6,291.47	0.00	3,000.00	3,000.00	3,000.00	9,000.00	76,716.88
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550					14,945.00							0.00	0.00	14,945.00
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							49,697.58		48,933.35				34,333.57	132,964.50
Lottery, prop 20	8561									2,128.06	0.00		41,307.01	0.00	43,435.07
Other	8590												0.00	0.00	0.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94			(764.23)	(12,078.00)	22,046.00	(8,301.00)	(8,301.00)	(8,301.00)	0.00	(7,140.26)
Uniform Sales	8638		1,089.01	(57.00)	13,845.00	2,774.00			393.00	1,720.00				235.99	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	4,004.20	3,104.07	2,206.68	5,709.60	6,310.07	5,600.00	5,600.00	5,600.00	0.00	42,731.00
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	405.21	5,402.19	(39.16)	2,825.67	514.58	0.00	2,000.00	0.00	0.00	22,100.18
Selpa AB602	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.00	39,791.00	39,791.00	20,116.00	0.00	39,791.16	39,791.16	0.00	99,258.68	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	666,030.68	1,018,038.26	792,218.85	416,933.52	907,028.06	338,057.73	340,057.73	212,424.01	2,304,247.22	9,721,489.37
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	295,329.05	294,536.54	301,029.46	303,599.46	307,919.46	315,047.26	315,047.26	489,348.05	0.00	3,523,543.51
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	163,178.96	171,969.43	149,102.51	163,660.40	156,059.77	160,885.35	160,885.35	148,595.02	0.00	1,796,738.00
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	125,227.15	126,496.92	139,141.31	134,367.96	128,956.45	134,497.68	134,497.68	263,414.47	0.00	1,573,622.81
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	126,349.54	123,910.71	17,692.81	71,517.99	147,023.96	70,990.95	70,990.95	195,347.94	0.00	1,061,169.00
Services & Other Operating Expenses	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	76,279.06	56,362.14	123,729.00	47,366.98	79,306.91	129,279.71	129,279.71	243,301.92	0.00	1,307,220.91
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	5,500.00	0.00	0.00	0.00	0.00	0.00	0.00	19,859.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	18,518.07	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	129,952.18	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,381.83	790,947.50	748,366.85	738,184.55	836,938.31	828,372.71	828,372.71	1,489,818.58	0.00	9,622,482.08
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(144,351.15)	227,090.76	43,852.00	(321,251.03)	70,089.75	(490,314.98)	(488,314.98)	(1,277,394.57)	2,304,247.22	99,007.29
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16	39,498.64	35,386.51	(31,621.03)	35,208.42	38,548.14					0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	4,924,196.89	5,032,834.78	4,542,519.80	4,054,204.83	2,776,810.26		

Great Valley Academy Salida
March 2021

	A Actual YTD Jul 20-Mar 21	B Revised Budget YTD Jul 20-Mar 21	C Actual Estimated Balance of year Apr 21-Jun 21	D Revised Budget Balance of year Apr 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	4,834,970	4,883,314	2,622,018	2,664,382	7,015,714	7,547,696	7,456,988
8100 • Federal Revenue	411,098	393,845	223,587	198,122	181,179	591,967	634,685
8300 • Other State Revenues	254,481	196,570	38,410	126,800	195,400	323,370	292,891
8600 • Other Local Revenue	17,147	16,414	13,400	14,709	371,750	31,123	30,547
8700 • SELPA	251,854	308,514	170,771	114,111	357,452	422,625	422,625
Total Income	5,769,550	5,798,657	3,068,185	3,118,123	8,121,496	8,916,781	8,837,736
Gross Profit	5,769,550	5,798,657	3,068,185	3,118,123	8,121,496	8,916,781	8,837,736
Expense							
1000 • Certificated Salaries	2,178,942	2,194,697	1,017,547	1,041,792	2,913,769	3,236,490	3,196,490
2000 • Classified Salaries	1,092,796	1,131,881	527,833	498,457	1,597,609	1,630,337	1,620,629
3000 • Employee Benefits	955,223	962,064	435,570	448,676	1,326,454	1,410,739	1,390,793
4000 • Books & Supplies	612,738	541,043	120,288	191,983	501,191	733,026	733,026
5000 • Services & Other Operating Exp	761,876	876,498	521,014	406,392	1,232,917	1,282,891	1,282,891
6000 • Capital Outlay	17,752	24,801	72,248	65,199	30,000	90,000	90,000
7430 • All Other Financing Uses	269,639	269,639	142,253	142,253	411,892	411,892	411,892
Total Expense	5,888,966	6,000,623	2,836,753	2,794,752	8,013,832	8,795,374	8,725,719
Net Ordinary Income	-119,416	-201,965	231,433	323,372	107,664	121,407	112,017

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,747.26	2,699,162.52	2,240,071.78		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	271,362.00	132,881.00	179,715.57	179,715.57	0.00	1,859,151.86	5,990,519.00
EPA Funding	8012		0.00	42,547.00			42,547.00			42,518.00			0.00	42,576.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	195,691.00	97,846.00	97,846.00	97,846.00	(8,375.00)	1,144,889.00
Selva Prop Tax	8097							75,696.00						75,696.00	151,392.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	14,719.50	0.00	18,107.40	41,161.96	0.00	15,000.00	15,000.00	15,000.00	52,221.68	199,578.80
LLMF Federal CR sec 110	8290			300,346.00			8,395.00						(8,395.00)	33,581.00	333,927.00
State Food Revenue	8520			2,367.25	0.00	1,227.88	0.00	35,157.51	3,717.13	0.00	1,800.00	1,800.00	1,800.00	3,000.00	50,869.77
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550					14,347.00							68.30	0.00	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										0.00	63,390.00
Lottery	8560							47,763.41		47,781.86				32,095.73	127,641.00
Lottery, prop 20	8561									2,279.40				39,416.66	41,696.06
Other	8590													0.00	0.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)			18.45	(10,634.00)	16,762.00	(13,857.00)	(13,857.00)	(13,857.00)	0.00	(5,121.21)
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,709.29	3,323.84	1,431.26	3,310.68	3,451.13	3,300.00	3,300.00	4,500.00	0.00	26,737.37
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	66.05	1,256.30	(495.74)	(64.76)	35.80	100.00	2,100.00	100.00	0.00	3,809.49
Selva AB602	8792	21,131.00	21,131.00	21,131.00	16,905.00	76,072.00	38,036.00	38,036.00	19,412.00	0.00	47,542.00	38,036.00	0.00	85,193.00	422,625.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	751,809.72	736,226.14	858,382.29	419,856.01	441,400.19	331,446.57	323,940.57	97,062.30	2,315,735.93	8,837,735.58
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	277,011.25	281,895.76	264,261.00	269,388.20	282,661.87	303,902.59	303,902.59	409,742.02	0.00	3,196,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	132,212.27	132,054.27	121,982.37	126,257.87	124,074.69	139,708.68	139,708.68	248,415.38	0.00	1,620,628.50
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	117,202.69	117,798.11	123,990.35	120,949.04	117,556.57	122,536.84	122,536.84	190,496.08	0.00	1,390,793.10
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	115,339.09	116,333.49	22,180.78	52,173.35	129,917.76	55,198.07	55,198.07	9,891.76	0.00	733,025.70
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	46,519.03	116,548.21	97,689.29	59,787.13	73,221.25	123,815.14	123,815.14	273,384.09	0.00	1,282,890.59
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	0.00	0.00	0.00	0.00	8,951.00	8,000.00	8,000.00	56,248.00	0.00	90,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	30,678.97	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	82,512.78	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	718,963.30	794,499.83	659,973.78	658,425.58	766,253.13	783,031.31	783,031.31	1,270,690.11	0.00	8,725,719.05
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	32,846.42	(58,273.69)	198,408.51	(238,569.57)	(324,852.94)	(451,584.74)	(459,090.74)	(1,173,627.81)	2,315,735.93	112,016.53
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	0.00			903.00						850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00		54.39		(2,247.89)					
Note Payable for Curriculum From Modesto (to Modesto)															
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,747.26	2,699,162.52	2,240,071.78	1,066,443.97		

GREAT VALLEY ACADEMY
Regular Meeting of the Board of Trustees
May 24, 2021 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/83146580163?pwd=dEJWYVhuWU12akFFVHFYQkkwRS80QT09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 83146580163. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

- a. PUBLIC PARTICIPATION**
- b. MODESTO PRINCIPAL REPORT**
- c. SALIDA PRINCIPAL REPORT**
- d. HOMESCHOOL PRINCIPAL REPORT**
- e. CHIEF OPERATING OFFICER'S REPORT**
- f. CHIEF EXECUTIVE OFFICER'S REPORT**
- g. FOUNDER'S REPORT**

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of Regular Board Minutes of April 26, 2021

e. ACTION ITEMS

- a. Approval of Staff appreciation bonuses
- b. Approval of Modesto 2021-2022 Academic Calendar
- c. Approval of Salida 2021-2022 Academic Calendar
- d. Approval of 2021-2022 Board Meeting Dates Calendar
- e. Approval of 2021-2022 Holiday Schedule
- f. Approval of Modesto Expanded Learning Opportunity Grant Plan
- g. Approval of Salida Expanded Learning Opportunity Grant Plan
- h. Approval of Nigro & Nigro agreement (Revised) – Modesto Campus
- i. Approval of Nigro & Nigro agreement (Revised) – Salida Campus
- j. Approval of Public Hearing Meeting
- k. Approve 2021-2022 Sub Rates

f. INFORMATION AND DISCUSSION

- a. Monthly Financials
- b. Self Reflection - Academic Standards
- c. Self Reflection –Access to Broad Course of Study

g. FUTURE AGENDA ITEMS

a. FUTURE REGULAR BOARD MEETINGS – June 14, 2021

~4:30 pm Via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Great Valley Academy Modesto

Charter School Monthly Summary Report

May 24, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Note: Enrollment shows April 16- May 13

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	64	60.947	95.23%	66.246	96.68%
1	73	69.368	95.15%	73.277	96.06%
2	82	79.315	96.40%	80.086	97.04%
3	82	78.263	95.44%	82.642	96.57%
4	70	66.842	95.18%	67.296	95.05%
5	90	84.894	94.32%	88.382	95.69%
6	100	96.421	96.42%	98.037	97.07%
7	90	86.210	95.49%	88.925	98.05%
8	86	78.894	91.23%	83.024	95.27%
Total	737	701.157	95.01%	727.919	96.42%

2. Key Accomplishments:

Extended School Opening
Mental Health Awareness Month
May the 4th Day
Community Leadership Team Planning
Continued Pillars School Leadership
Weekly Virtual School Assemblies
Staff Appreciation Week
Kinder Experience Event
Spring NWEA Testing
School Fundraiser

3. Upcoming Key Events/Activities:

Spirit Week
End of Year Party
Continued Character Education Principal Videos
Re- Enrollment
Promotion
Summer School Program
Aligned Discovery Education NGSS Curriculum for 2021-2022

Great Valley Academy Salida

Charter School Monthly Summary Report

May 24, 2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%.

Grade	Enrollment	ADA	ADA %	YTD	YTD %
K	85	80.36	94.54	84.08	95.65
1	78	79.32	96.75	73.64	93.93
2	91	96.53	90.16	86.54	95.10
3	89	88.01	97.13	84.82	95.30
4	85	83.18	93.46	87.13	97.58
5	85	81.27	95.61	84.99	96.88
6	86	81.27	94.50	86.50	96.71
7	79	78.29	95.21	73.54	93.09
8	83	77.00	92.77	84.49	94.32
Total	765	721.64	94.28	762.97	96.31

2. Key Accomplishments:

a. Survey season:

a.i. Staff Survey

a.ii. Parent Survey

a.iii. Student Survey

b. NWEA underway

c. Summer school plans initiated

d. 10 year celebration and video

e. Health protocols continue to function well and limit exposure to students and staff

3. Upcoming Key Events/Activities:

a. June 2nd - 8th grade promotion

b. June 3rd – Last day of school and end of year party

c. Final report cards

Great Valley Academy Homeschool

Charter School Monthly Summary Report

May 24, 2021

Reporting Dates: 3/1/2021-4/1/2021

1. Enrollment Breakdown by Grade, Enrollment, ADA and ADA%. ADA goal is 96%.

Grade	Enrollment	ADA	ADA %	YTD ADA	YTD ADA%
K	13	12.94	99.59	13.87	98.67
1	13	12.94	99.59	13.87	99.30
2	10	10	92.68	11.52	98.28
3	12	11.2	93.85	12.61	98.08
4	9	9.78	100	9.88	99.84
5	10	9.89	98.94	11.11	99.46
6	8	7.57	98.63	7.53	99.50
7	12	10.89	85.18	10.91	96.75
8	7	6.78	96.99	6.19	95.29
Total	94	92.1	95.89	97.52	98.47

2. Key Accomplishments:

- a. May 3, 2021 – 8th Grade graduation info sent home
- b. May 4, 2021 – New Family Orientation for 2021-2022
- c. May 7, 2021 – Teacher In-Service
- d. May 14 – 28, 2021 – NWEA Assessment

3. Upcoming Key Events/Activities:

- a. June 1, 2021 – New Family Orientation for 2021 - 2022
- b. June 2nd and 3rd – 8th Grade graduation – Individual small ceremonies in our center
- c. June 1st – 3rd – Curriculum Drop off
- d. June 4th – Report Cards mailed home
- e. June 14, 2021 – Tentative start to GVA Homeschool Summer School Program

Chief Operating Officer's Report
May 24, 2021
Board Meeting



Process and Policy Updates

- ❖ COVID 19 Contact Tracing School Protocols – Ongoing
- ❖ Student and Employee Handbook Updates – June 2021

Multi-Campus Responsibilities

- ❖ Interim 2020/21 Audit – Complete
- ❖ Federal Funding Application & Submittal – Complete
- ❖ Facilities Review and Summer Project List – In Progress
- ❖ Plan for return of student Chromebooks – In Progress
- ❖ Paraprofessional CBEST Testing – In Progress
- ❖ Multi Year Budget Projections – Second Draft in Progress
- ❖ Distribution of new staff laptops – In Progress
- ❖ Curriculum purchases for 21/22 – In Progress
- ❖ Evaluate Property and Liability Insurance Options for 21/22 – In Progress
- ❖ Launch of SchoolWise Parent Portal – Postpone to 21/22
- ❖ Kids' Care Summer Program Planning – In Progress
- ❖ Comprehensive Technology Plan Draft – In Progress
- ❖ Comprehensive Maintenance Plan Draft – In Progress
- ❖ Annual Website Review for Changes, Improvements and Refresh – In Progress
- ❖ Certificated Salary Schedule Analysis – Proceed to Review in Fall 2021
- ❖ All Staff CPR, FA, and AED Training – In Progress (Modesto 50% - Salida 50%)
- ❖ Kids' Care Leadership Model Development – In Progress
- ❖ Development of Manager's and Supervisor's Intranet – In Progress

Website Analytics

- ❖ April 2021
 - ❑ 1,921 Users Visited (88.96% New/11.04% Returning)
 - ❑ 6,305 Page Views
 - ❑ Users Averaged 2:42 Minutes on the Site
 - ❑ 51.01% Mobile – 48.21% Desktop – 0.78% Tablet
 - ❑ Type: Organic 61.30% – Direct 33.20% – Referral 4.00% – Social 1.50%

Training

- ❖ Stanislaus County Health Services Agency Meeting for Schools – Ongoing
- ❖ New Audit Requirements – Ongoing
- ❖ New Funding Requirements – Ongoing
- ❖ SSC Governor Budget Review – May 2021
- ❖ COVID Return to Work Safely Protocols – Ongoing
- ❖ SCOE CBO Meetings – Ongoing



Chief Executive Officer's Report May 24, 2021 Board Meeting

Board Governance

- Ad Hoc meetings for 2020.2021

State Accountability

- No data available (no testing 2020)

External impact, linkages

- Involved in both California level charter school organizations
 - Legislative impact review, assessment
 - Providing advisory capacity as requested
- Regular meetings with SCOE Superintendent, Cabinet members
- Multiple community connection meetings, corporate and nonprofit leaders
- Steering Committee Member, Learning to Teach and Lead Continuum
- Ongoing participation in 360 Accelerator
- Monthly SELPA PAC meetings
- Bi-Weekly SCOE Superintendent meetings
- SCOE Board Presentation-GVA Modesto update

Multi Campus

- Monitor & oversight of Covid-19 exposures and GVA response
- Covid-19 communication
- School status/reopening communication
- Planning/oversight of pivot to distance learning
- Planning/oversight of system wide safety protocols
- Planning/oversight of various return to school scenarios
- Monitor state, local Covid-19 data, recommendations and updates
- Monitor state budget impacts
- Oversight of budget revision process
- Development and implementation of staff mental health service provision
- Development and implementation of student/parent mental health service provision
- Coordination of staff vaccination access
- Reopen Jr. High plan (started 3.29.21)
- Expanded in person learning plan (started 3.29.21)
- Analysis of Spring testing options
- Application process for access to federal funding (via Title 1 process)
- Stakeholder feedback process complete (annual)



Homeschool

- Ongoing review of policies, procedures with focus on student academic success
- Implementation of DL impact related changes
- Implementing year 3 program elements
- 3 new teachers on board for 2020.2021
- Teacher's aide added to staff
- Expanded into adjoining suite
- Chris is moving out of state, principal recruiting process has begun
 - Round 1 interviews complete, round 2 interviews week of 4.26.2021
 - New leader announcement early May
- Tarah Heilman, new principal accepted offer!

Salida Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with increased in person learning combined in conjunction with students remaining in distance learning

Modesto Campus

- Expanded Admin team filling key areas of need
 - Full time administrator intern providing much needed support
 - Site admin teams doing a fabulous job supporting staff with increased in person learning combined in conjunction with students remaining in distance learning

Campus Safety (All)

- Reflecting on safety, site specific
 - Ongoing conversation and fine tuning of processes
- Updated safety plans approved February 22, 2021



Founders Report
Great Valley Academy School Board
May 24, 2021

As predicted, some of the students are coming back with high needs for GVS services as well as other services provided by GVA. We are working outdoors with smaller groups of students and continue to see greater student progress with the small groups.

Vision screenings for staff and on campus students are done on a weekly basis.

Some students remain in distance learning mode and we have one GVS staff person specializing in that program.

Staff trainings have continued with the GVS staff and Lindsey Duran, a teacher in Salida.

Currently, meetings are being conducted to determine what the Great Valley Smart and Smart Reading System services will look like in the next school year.

I am pleased with the progress of the GVS staff and Mrs. Duran to eventually do student evaluations and to establish training programs for students that need intervention. They can also aid teachers in understanding the importance of visual skills for successful learning.

Eldon Rosenow, Founder

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
April 26, 2021

MINUTES

Members Present: Chad Wolf, Twila Tosh, Vince Jamison, Yolanda Meraz,
Steve Payne, Susan Nisan

Members Absent: None

Great Valley Academy Staff Present: Leah Silvestre Franklin, Marisa Meeks, Christine Frost,
Dr. Eldon Rosenow, Mike Ruehle, Kelli Rupe

Audience Present: None

Call to Order: Mr. Payne called the meeting to order at 4:32 p.m.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Modesto Principal Report: Mr. Ruehle spoke about revising the Character Reflection to a slightly different format to be more in line with a Safe, Loved and Learning community.

Salida Principal Report: Written report only

Homeschool Principal Report: The homeschool team is busy prepping for individual 8th grade graduation ceremonies in their space. Everyone is very excited about it and the students are looking forward to it.

Chief Operating Officer's Report: Mrs. Meeks reported that things are moving into year end mode. The Spring audit begins on May 10th and she is working on Federal funding.

MINUTES

Regular Meeting of the Board

April 26, 2021

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Chief Executive

Officer's Report:

Ms. Silvestre Franklin talked about interviewing for a new Homeschool Principal and working towards year-end transitions. She gave an update on staff counselors saying that the kids counselor has a full schedule and is excited that families are using it!

Founder's Report:

Dr. Rosenow presented his report to the Board. GVS is meeting in groups at a time and it is working well.

Approval of Agenda/

Order of Agenda:

The motion was made by Mrs. Tosh, seconded by Mr. Jamison, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Jamison, seconded by Mr. Wolf, approving the consent agenda items. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Nisan, seconded by Mrs. Meraz, approving the Modesto LCAP Federal Addendum. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

April 26, 2021

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Action Items Cont'd:

b. The motion was made by Mrs. Nisan, seconded by Mrs. Meraz approving the Salida LCAP Federal Addendum. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

c. The motion was made by Mrs. Nisan, seconded by Mrs. Tosh approving the NWEA-MAP annual assessment – Modesto and Salida campuses. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

d. The motion was made by Mrs. Tosh, seconded by Mr. Payne, approving the Modesto revised 2020-2021 Academic Calendar. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

e. The motion was made by Mr. Wolf, seconded by Mr. Payne, approving the Salida revised 2020-2021 Academic Calendar. A roll call vote was taken.

AYES: Payne, Meraz, Tosh, Jamison, Wolf, Nisan

NOES: None

ABSENT: None

ABSTENTIONS: None

Information and Discussion:

Monthly Financials

Both campuses are on budget and have a positive cash reserve.

Future Agenda Items:

FUTURE AGENDA ITEMS

Next Regular Board Meeting – May 24, 2021 4:30 p.m. via Zoom

Adjournment:

The meeting was adjourned at 4:58 p.m.



Action item a.

Approval of Staff Appreciation Bonuses

Great Valley Academy Modesto 2021-2022 Academic Calendar

2-9 Teacher In-Service
10 1st Day of School
23-31 NWEA Testing

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

18 days

End of Trimester = Feb. 25 (62 days)

1-4 NWEA Testing
2 Character Report Cards
14 Teacher In-Service - No School
21 Presidents' Day - No School

1-16 NWEA Testing
6 Labor Day - No School
17 Teacher In-Service - No School

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 days

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 days

9 Academic Report Cards
16-18 Parent Teacher Conferences
21-25 Spring Break- No School

6 Character Report Cards
6-8 Parent/teacher conf.

11-15 Fall Break- No School

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 days

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 days

15 Spring Holiday-No School
11-29 SBAC Testing

11 Veterans Day -No School
17 Academic Report Cards
24-26 Thanksgiving Day- No School

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18 days

End of Trimester = Nov. 5 (57 days)

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 Days

4 Character Report Cards
6 Teacher In-Service -No School
2-6 Smarter Balanced
30 Memorial Day - No School

20-31 Winter Vacation - No School

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 days

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 days

End of Trimester = June 2 (62 days)

1 Academic Report Cards
3 Last day of school

3 No School- Teacher In-Service
10-31 NWEA Winter Testing
17 M.L. King Day-No School

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 days

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Pending Board Approval

NO SCHOOL

MINIMUM DAY

10 Teacher In Service days
181 School Days

Great Valley Academy Salida 2021-2022 Academic Calendar

2-9 Teacher In-Service
10 1st Day of School

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 days

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

18 days

End of Trimester = Feb. 25 (62 days)

9-11 Parent/teacher conf.
14 Teacher In-Service- No School
21 Presidents' Day -No School

6 Labor Day - No School
17 Teacher In-Service -No School

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 days

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 days

14-18 Spring Break- No School

6-8 Parent/teacher conf.
11-15 Fall Break- No School

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 days

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 days

15 Spring Holiday-No School

11 Veterans Day -No School
24-26 Thanksgiving Break- No School

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18 days

End of Trimester = Nov. 5 (57 days)

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 Days

6 Teacher In Service- No School
30 Memorial Day - No School

20-31 Winter Break - No School

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 days

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 days

End of Trimester = June 2 (62 days)

3 Last day of school

3 No School- Teacher In-Service
17 M.L. King Day-No School

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19 days

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Pending Board Approval

NO SCHOOL

MINIMUM DAY

10 Teacher in service days
181 School days



Board Meeting Dates 2021.2022

August 2, 2021- 4:30 pm IF NEEDED

August 30, 2021 – 4:30 pm

September 27, 2021 - 4:30 pm

October 25, 2021- 4:30 pm

November 29, 2021 - 4:30 pm

January 31, 2022 - 4:30 pm

February 28, 2022- 4:30 pm

March 28, 2022 - 4:30 pm

April 25, 2022 - 4:30 pm

May 23, 2022 - 4:30 pm

June 27, 2022 - 4:30 pm

* Depending of current health directives and executive orders, the Board will either meet in-person at Modesto or Salida Campus or via Zoom

Board Approved



Holiday Schedule Classified Staff 2021-2022 School Year

Monday, July 5, 2021	Independence Day
Monday, September 6, 2021	Labor Day
Thursday, November 11, 2021	Veteran's Day
Thursday & Friday, November 25 & 26, 2021	Thanksgiving Holidays
Thursday & Friday, December 23 & 24, 2021	Winter Holidays
Thursday & Friday, December 30 & 31, 2021	New Year's Holidays
Monday, January 17, 2022	Martin Luther King Jr. Day
Monday, February 21, 2022	President's Day
Friday, April 15, 2022	Spring Holiday
Monday, May 30, 2022	Memorial Day

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

As we navigated this school year, Great Valley Academy (GVA) teachers, administrators and school leadership met regularly to plan, discuss trends and look at next steps in support of our students and staff. Meetings continue to be used to discuss opportunities to support students from a social emotional perspective, academic perspective and most recently, a mental health perspective. In addition to multiple surveys facilitated throughout the year to obtain input on all stakeholder desires for returning to school safely and how to meet other needs, we facilitated a year end survey.

This comprehensive survey was designed to capture input in number of areas; next school year needs (social emotional, academic and mental health) for both students and staff, input on strengths and challenges experienced in this current school year, and how we can better serve all students, as well as specific student groups. Input from all of these sources have been used both throughout the year and for future planning purposes.

A description of how students will be identified and the needs of students will be assessed.

Student needs will be assessed using the following:

- Data from NWEA MAP assessments
- Data from CASPP assessments
- Data from ELPAC assessments
- Data from internal assessments

Using the data from above, in collaboration with teaching and administrative staff, students will be identified to receive supplemental instruction and supports:

- Summer school program
- Additional supports during the instructional day

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be contacted via ParentSquare (PS), our communication system. The system allows families to choose primary language in which to receive their messages. Communication will be shared containing details of additional supports available, and in some cases (summer school), parents will opt in by PS response.

A description of the LEA's plan to provide supplemental instruction and support.

We anticipate serving students in the summer of 2021 and 2022 as well as providing additional supports during the 2021-2022 school year.

Summer school plans include academic supports, social skill supports and access to physical education. Students will receive breakfast at break time, and will receive a grab and go lunch as they end their day.

Additional school year supports will vary based on student need, the majority of which will occur in class with additional small group and 1-1 access.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$298,650	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$225,425	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$524,075	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO grant funds are being used as a layer of funding in support of our students and staff, this funding and plan is the initial layer to deepen supports for both. GVA continues to look forward to the upcoming school years, and where our biggest opportunities exist to provided academic, social emotional and mental health supports for students. As we progress through upcoming months, we will assess and monitor progress in all of these areas to maximize the impact of supports provided.

GVA will continue to provide access to resources for staff that provide mental health support, as well as professional development in the areas of student academic support, and social emotional/mental health supports.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy-Salida	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

As we navigated this school year, Great Valley Academy-Salida (GVA) teachers, administrators and school leadership met regularly to plan, discuss trends and look at next steps in support of our students and staff. Meetings continue to be used to discuss opportunities to support students from a social emotional perspective, academic perspective and most recently, a mental health perspective. In addition to multiple surveys facilitated throughout the year to obtain input on all stakeholder desires for returning to school safely and how to meet other needs, we facilitated a year end survey.

This comprehensive survey was designed to capture input in number of areas; next school year needs (social emotional, academic and mental health) for both students and staff, input on strengths and challenges experienced in this current school year, and how we can better serve all students, as well as specific student groups. Input from all of these sources have been used both throughout the year and for future planning purposes.

A description of how students will be identified and the needs of students will be assessed.

Student needs will be assessed using the following:

- Data from NWEA MAP assessments
- Data from CASPP assessments
- Data from ELPAC assessments
- Data from internal assessments

Using the data from above, in collaboration with teaching and administrative staff, students will be identified to receive supplemental instruction and supports:

- Summer school program
- Additional supports during the instructional day

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be contacted via ParentSquare (PS), our communication system. The system allows families to choose primary language in which to receive their messages. Communication will be shared containing details of additional supports available, and in some cases (summer school), parents will opt in by PS response.

A description of the LEA's plan to provide supplemental instruction and support.

We anticipate serving students in the summers of 2021 and 2022 as well as providing additional supports during the 2021-2022 school year.

Summer school plans include academic supports, social skill supports and access to physical education. Students will receive breakfast at break time, and will receive a grab and go lunch as they end their day.

Additional school year supports will vary based on student need, the majority of which will occur in class with additional small group and 1-1 access.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$277,750	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$225,424	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$0	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$503,174	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

ELO grant funds are being used as a layer of funding in support of our students and staff, this funding and plan is the initial layer to deepen supports for both. GVA continues to look forward to the upcoming school years, and where our biggest opportunities exist to provided academic, social emotional and mental health supports for students. As we progress through upcoming months, we will assess and monitor progress in all of these areas to maximize the impact of supports provided.

GVA will continue to provide access to resources for staff that provide mental health support, as well as professional development in the areas of student academic support, and social emotional/mental health supports.



May 10, 2021

To the Board of Directors and Management
Great Valley Academy-Modesto
3200 Tully Road
Modesto, CA 95350

We are pleased to confirm our understanding of the services we are to provide for Great Valley Academy-Modesto for the fiscal years ending June 30, 2021 through 2023. Please read this letter carefully because it is important that you understand and accept the terms under which we have agreed to perform our services as well as management's responsibilities under this agreement.

On March 11, 2020, the World Health Organization declared the coronavirus (COVID-19) outbreak a pandemic. Citizens and the economies of the United States and other countries have been significantly impacted by the pandemic. Several stimulus packages have been signed into law in the U.S. providing economic relief to businesses and individuals. While it is premature to accurately predict how the coronavirus will ultimately affect your organization's operations long term because the disease's severity and duration are uncertain, your 2020 financial results may be impacted and the implications beyond 2020, while unclear, could also be adversely impacted.

Financial Statement Services

We will prepare and audit the financial statements of Great Valley Academy-Modesto, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the fiscal year ending June 30, 2021, and the related notes to the financial statements (the financial statements). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

- 1) Schedule of expenditures of federal awards
- 2) Other schedules and/or information as required by the Education Audit Appeals Panel's *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064

WALNUT CREEK OFFICE 2121 N. California Blvd. #290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444

- Internal control over financial reporting and compliance with laws, regulations, and the provisions of awards, contracts or grants agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the provisions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Directors of Great Valley Academy-Modesto. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that some material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

If appropriate, our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Great Valley Academy's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will

not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Great Valley Academy-Modesto's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will prepare the Organization's federal and state information returns for the fiscal year ending June 30, 2021 for the Internal Revenue Service and the Franchise Tax Board based on information provided by you. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

It is your responsibility to provide us with all the information required for preparing complete and accurate returns. You should retain all documents, cancelled checks, and other data that form the basis of the returns. These may be necessary to prove the accuracy and completeness of the returns to a taxing authority. You have the final responsibility for the returns and, therefore, you should review them carefully before you sign them.

We will use our professional judgment in preparing your returns. Whenever we are aware that a possible applicable tax law is unclear or that there are conflicting interpretations of the law by authorities (e.g., tax agencies and courts), we will explain share our knowledge and understanding of the possible positions that may be taken on your return. In accordance with our professional standards, we will adopt whatever position you request on your return, as long as it is consistent with the codes and regulations and interpretations that have been promulgated. When possible, we will resolve questions involving application of tax rules in your favor, if there is reasonable justification for doing so.

If a taxing authority should later contest the position taken, there may be an assessment of additional tax, interest and penalties. We assume no liability for any such assessment of additional tax, penalties or interest. In the event, however, that you ask us to take a tax position that in our professional judgment will not meet the applicable laws and standards as promulgated, we reserve the right to stop work and shall not be liable for any damages that occur as a result of ceasing to render services.

Your returns may be selected for examination by taxing authorities. In the event of an examination or other Internal Revenue Service or state taxing authority contact, any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examinations, we may be available upon request to represent you and will render additional invoices for the time and expenses incurred. Fees and services will be communicated in a separate engagement letter.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or

take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us, and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Nigro & Nigro and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Nigro & Nigro personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Jeff Nigro, CPA, CFE is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

The maximum annual fee for auditing services under the terms of this agreement shall be as follows:

2020-2021 Fiscal Year Audit: \$20,600

2021-2022 Fiscal Year Audit: \$20,600

2022-2023 Fiscal Year Audit: \$20,600

with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in Government Auditing Standards or the Audit Guide issued by the Education Audit Appeals may be in addition to the above maximum fee. Furthermore, the fees shall be reduced by \$4,000 in any year that a Single Audit pursuant to the Uniform Guidance is not required. The maximum fee for tax services under the terms of this agreement shall be \$1,500 per year. In addition to such payment for auditing and tax services, we shall be reimbursed for such travel and mileage as may be necessary, not to exceed \$2,000 per year. Our invoices for these fees will be rendered as work progresses and are payable within 30 days. In accordance with our firm policies, your account becomes delinquent when it is 90 days or more overdue. In accordance with Education Code Section 14505 as amended, ten percent (10%)

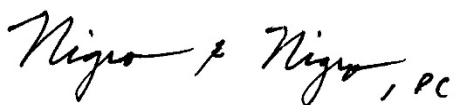
of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to the reporting provisions of the Audit Guide. This audit contract is null and void if the firm is declared ineligible to audit K-12 school districts pursuant to subdivision (c) of Education Code Section 41020.5. The amount withheld is not payable unless payment is ordered by the California Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of subdivision (a) of Section 14503. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before incurring additional costs.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Organization and accountant both agree that any dispute over fees charged by the accountant to the organization will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association, except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

We appreciate the opportunity to be of service to Great Valley Academy and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return it to us.

Very truly yours,

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Great Valley Academy.

APPROVED:

Great Valley Academy

Date



May 10, 2021

To the Board of Directors and Management
Great Valley Academy-Salida
5901 Sisk Road
Salida, CA 95356

We are pleased to confirm our understanding of the services we are to provide for Great Valley Academy-Salida for the fiscal years ending June 30, 2021 through 2023. Please read this letter carefully because it is important that you understand and accept the terms under which we have agreed to perform our services as well as management's responsibilities under this agreement.

On March 11, 2020, the World Health Organization declared the coronavirus (COVID-19) outbreak a pandemic. Citizens and the economies of the United States and other countries have been significantly impacted by the pandemic. Several stimulus packages have been signed into law in the U.S. providing economic relief to businesses and individuals. While it is premature to accurately predict how the coronavirus will ultimately affect your organization's operations long term because the disease's severity and duration are uncertain, your 2020 financial results may be impacted and the implications beyond 2020, while unclear, could also be adversely impacted.

Financial Statement Services

We will prepare and audit the financial statements of Great Valley Academy-Salida, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the fiscal year ending June 30, 2021, and the related notes to the financial statements (the financial statements). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

- 1) Schedule of expenditures of federal awards
- 2) Other schedules and/or information as required by the Education Audit Appeals Panel's *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Shannon Bishop, CPA | Peter Glenn, CPA, CFE | Paul J. Kaymark, CPA

MURRIETA OFFICE 25220 Hancock Avenue, Suite 400, Murrieta, CA 92562 • P: (951) 698-8783 • F: (951) 699-1064
WALNUT CREEK OFFICE 2121 N. California Blvd. #290, Walnut Creek, CA 94596 • P: (844) 557-3111 • F: (844) 557-3444

- Internal control over financial reporting and compliance with laws, regulations, and the provisions of awards, contracts or grants agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the provisions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Directors of Great Valley Academy-Salida. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that some material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

If appropriate, our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from the Organization's attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Great Valley Academy's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will

not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Great Valley Academy-Salida's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will prepare the Organization's federal and state information returns for the fiscal year ending June 30, 2021 for the Internal Revenue Service and the Franchise Tax Board based on information provided by you. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Organization in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

It is your responsibility to provide us with all the information required for preparing complete and accurate returns. You should retain all documents, cancelled checks, and other data that form the basis of the returns. These may be necessary to prove the accuracy and completeness of the returns to a taxing authority. You have the final responsibility for the returns and, therefore, you should review them carefully before you sign them.

We will use our professional judgment in preparing your returns. Whenever we are aware that a possible applicable tax law is unclear or that there are conflicting interpretations of the law by authorities (e.g., tax agencies and courts), we will explain share our knowledge and understanding of the possible positions that may be taken on your return. In accordance with our professional standards, we will adopt whatever position you request on your return, as long as it is consistent with the codes and regulations and interpretations that have been promulgated. When possible, we will resolve questions involving application of tax rules in your favor, if there is reasonable justification for doing so.

If a taxing authority should later contest the position taken, there may be an assessment of additional tax, interest and penalties. We assume no liability for any such assessment of additional tax, penalties or interest. In the event, however, that you ask us to take a tax position that in our professional judgment will not meet the applicable laws and standards as promulgated, we reserve the right to stop work and shall not be liable for any damages that occur as a result of ceasing to render services.

Your returns may be selected for examination by taxing authorities. In the event of an examination or other Internal Revenue Service or state taxing authority contact, any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examinations, we may be available upon request to represent you and will render additional invoices for the time and expenses incurred. Fees and services will be communicated in a separate engagement letter.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that

could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us, and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Nigro & Nigro and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Nigro & Nigro personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Jeff Nigro, CPA, CFE is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

The maximum annual fee for auditing services under the terms of this agreement shall be as follows:

2020-2021 Fiscal Year Audit: \$14,600

2021-2022 Fiscal Year Audit: \$14,600

2022-2023 Fiscal Year Audit: \$14,600

with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in Government Auditing Standards or the Audit Guide issued by the Education Audit Appeals may be in addition to the above maximum fee. Furthermore, the fees shall be reduced by \$4,000 in any year that a Single Audit pursuant to the Uniform Guidance is not required. The maximum fee for tax services under the terms of this agreement shall be \$1,500 per year. In addition to such payment for auditing and tax services, we shall be reimbursed for such travel and mileage as may be necessary, not to exceed \$2,000 per year. Our invoices for these fees will be rendered as work progresses and are payable within 30 days. In accordance with our firm policies, your account becomes delinquent when it is 90 days or more overdue. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year's

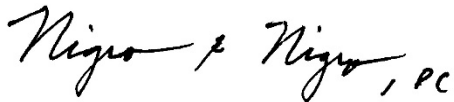
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Organization and accountant both agree that any dispute over fees charged by the accountant to the organization will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association, except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

We appreciate the opportunity to be of service to Great Valley Academy and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign below and return it to us.

Very truly yours,

A handwritten signature in black ink that reads "Nigro & Nigro, PC". The signature is written in a cursive, flowing style.

Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Great Valley Academy.

APPROVED:

Great Valley Academy

Date



Action item j.

Approval of Public Hearing Meeting



Ratify Updated Substitute Teacher Rates 2021-2022

Daily Rate	\$200
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½ Day Rate	\$110
------------	-------

Long Term Rate	\$225/day
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Great Valley Academy Modesto
April 2021

	A Actual YTD Jul 20-Apr 21	B Revised Budget YTD Jul 20-Apr 21	C Estimated Balance of year May 21-Jun 21	D Revised Budget Balance of year May 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 · Revenue Limit Sources	5,620,097	5,826,217	2,373,844	2,150,053	7,547,408	7,976,270	7,993,941
8100 · Federal Revenue	601,456	566,589	271,033	268,179	254,866	834,768	872,489
8300 · Other State Revenues	261,212	238,718	70,282	82,466	207,634	321,184	331,494
8600 · Other Local Revenue	82,299	64,572	6,100	15,024	417,200	79,596	88,399
8700 · Selpa	282,618	362,540	159,506	79,584	455,807	442,124	442,124
Total Income	6,847,682	7,058,638	2,880,765	2,595,305	8,882,916	9,653,943	9,728,447
Gross Profit	6,847,682	7,058,638	2,880,765	2,595,305	8,882,916	9,653,943	9,728,447
Expense							
1000 · Certificated Salaries	2,716,294	2,705,506	807,250	794,037	3,207,723	3,499,543	3,523,544
2000 · Classified Salaries	1,492,378	1,459,308	304,360	297,430	1,850,164	1,756,738	1,796,738
3000 · Employee Benefits	1,166,992	1,181,382	406,631	392,241	1,521,712	1,573,623	1,573,623
4000 · Books & Supplies	768,254	718,270	292,915	342,899	646,199	1,061,169	1,061,169
5000 · Services & Other Operating Exp	883,827	1,066,525	423,393	240,696	1,228,552	1,307,221	1,307,221
6000 · Capital Outlay	15,141	15,141	19,859	19,859	35,000	35,000	35,000
7430 · All Other Financing Uses	177,564	177,564	147,624	147,624	325,188	325,188	325,188
Total Expense	7,220,450	7,323,696	2,402,032	2,234,786	8,814,539	9,558,482	9,622,482
Net Ordinary Income	-372,768	-265,058	478,733	360,519	68,377	95,461	105,965

2020-2021
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	4,348,979.13	4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	4,924,196.89	5,032,834.78	4,646,966.32	4,093,465.41		
LCFF Revenue	8011	228,173.00	228,173.00	410,712.00	410,712.00	410,712.00	410,712.00	410,712.00	189,171.00	92,634.00	89,195.00	88,019.80	0.00	1,369,393.20	4,338,319.00
EPA Funding	8012		0.00	417,679.00		417,679.00		417,679.00		461,107.00			0.00	430,125.00	1,726,590.00
In-Lieu of Taxes Charter Funding	8096		98,940.00	197,880.00	131,920.00	131,920.00	131,920.00	131,920.00	131,920.00	271,635.00	135,818.00	135,818.00	135,818.00	135,817.00	1,771,326.00
Selpa Prop Tax	8097							78,853.00						78,853.00	157,706.00
Federal IDEA	8181												0.00	139,866.00	139,866.00
Federal Food	8220		0.00	39,496.40	0.00	20,024.20	0.00	32,376.50	72,584.78	0.00	58,282.00	32,000.00	35,000.00	35,876.12	325,640.00
LLMF Federal CR sec 110	8290			369,262.00			9,430.00							28,291.00	406,983.00
State Food Revenue	8520		0.00	3,295.86	0.00	1,664.07		47,465.48	6,291.47	0.00	5,227.36	3,000.00	3,000.00	6,772.64	76,716.88
Educator Effectiveness	8550													0.00	0.00
Mandated Cost Reimb	8550					14,945.00							0.00	0.00	14,945.00
LLMF St GEER & GF Funds sec 110	8590			67,183.00										0.00	67,183.00
Lottery	8560							49,697.58		48,933.35	(2,857.93)			37,191.50	132,964.50
Lottery, prop 20	8561									2,128.06	0.00		41,307.01	0.00	43,435.07
Other	8590										3,390.00		0.00	0.00	3,390.00
Prior Year Payments	prior year	(4,387.55)	(3,154.00)	12,023.58	4,076.94			(764.23)	(12,078.00)	22,046.00	(3,914.00)	(8,301.00)	(8,301.00)	(4,387.00)	(7,140.26)
Uniform Sales	8638		1,089.01	(57.00)	13,845.00	2,774.00			393.00	1,720.00				235.99	20,000.00
Other Local (Kids Care)	8689	462.65	39.20	359.63	3,734.90	4,004.20	3,104.07	2,206.68	5,709.60	6,310.07	10,936.25	5,000.00	863.75	0.00	42,731.00
Other Local (Fundraiser +)	8600-8699	4,331.49	231.28	296.45	6,132.47	405.21	5,402.19	(39.16)	2,825.67	514.58	5,567.44		0.00	0.00	25,667.62
Selpa AB602	8792	22,106.00	22,106.00	22,106.00	17,685.00	79,582.00	39,791.00	39,791.00	20,116.00	0.00	19,335.00	19,335.00	0.00	140,171.00	442,124.00
TOTAL REVENUES		250,685.59	347,424.49	1,540,236.92	588,106.31	666,030.68	1,018,038.26	792,218.85	416,933.52	907,028.06	320,979.12	274,871.80	207,687.76	2,398,205.45	9,728,446.81
EXPENDITURES															
Certificated Salaries	1000-1999	27,750.80	289,386.36	286,928.77	297,621.04	295,329.05	294,536.54	301,029.46	303,599.46	307,919.46	312,192.92	315,047.26	492,202.39	0.00	3,523,543.51
Classified Salaries	2000-2999	66,292.52	134,785.61	164,718.18	156,604.90	163,178.96	171,969.43	149,102.51	163,660.40	156,059.77	166,005.61	160,885.35	143,474.76	0.00	1,796,738.00
Employee Benefits	3000-3999	33,872.85	122,847.97	123,888.11	106,414.27	125,227.15	126,496.92	139,141.31	134,367.96	128,956.45	125,778.74	134,497.68	272,133.40	0.00	1,573,622.81
Books & Supplies	4000-4999	19,748.36	108,876.83	31,112.22	77,606.74	126,349.54	123,910.71	17,692.81	71,517.99	147,023.96	44,414.83	70,990.95	221,924.06	0.00	1,061,169.00
Services & Other Operating Expenses	5000-5999	62,869.22	45,216.53	257,928.95	56,300.78	76,279.06	56,362.14	123,729.00	47,366.98	79,306.91	78,467.89	129,279.71	294,113.74	0.00	1,307,220.91
Capital Outlay	6000-6999	0.00	0.00	0.00	9,641.00	5,500.00	0.00	0.00	0.00	0.00	0.00	0.00	19,859.00	0.00	35,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	18,518.07	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	129,952.18	0.00	325,187.85
TOTAL EXPENDITURES		228,205.51	718,785.06	882,247.99	721,860.49	810,381.83	790,947.50	748,366.85	738,184.55	836,938.31	744,531.75	828,372.71	1,573,659.53	0.00	9,622,482.08
NET INCREASE/DECREASE		22,480.08	(371,360.57)	657,988.93	(133,754.18)	(144,351.15)	227,090.76	43,852.00	(321,251.03)	70,089.75	(423,552.63)	(553,500.91)	(1,365,971.77)	2,398,205.45	105,964.73
Accruals Received		1,247,597.69	292,209.75	38,873.11	176,662.59										1,755,343.14
Liabilities Accrued (paid)		(996,972.81)	(294,262.90)	16,112.79	35,830.16	39,498.64	35,386.51	(31,621.03)	35,208.42	38,548.14	37,684.17				
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		4,622,084.09	4,248,670.37	4,961,645.20	5,040,383.77	4,935,531.26	5,198,008.53	5,210,239.50	4,924,196.89	5,032,834.78	4,646,966.32	4,093,465.41	2,727,493.64		

Great Valley Academy Salida
April 2021

	A Actual YTD Jul 20-Apr 21	B Revised Budget YTD Jul 20-Apr 21	C Actual Estimated Balance of year May 21-Jun 21	D Revised Budget Balance of year May 21-Jun 21	E Original Annual Operating Budget	F Revised Annual Operating Budget Jan-21	G Estimated Annual Spending A + C
Ordinary Income/Expense							
Income							
8000 • Revenue Limit Sources	5,060,764	5,146,443	2,396,224	2,401,253	7,015,714	7,547,696	7,456,988
8100 • Federal Revenue	447,884	405,799	186,801	186,168	181,179	591,967	634,685
8300 • Other State Revenues	253,684	240,316	41,869	83,054	195,400	323,370	295,553
8600 • Other Local Revenue	27,689	19,414	10,000	11,709	371,750	31,123	37,689
8700 • SELPA	270,513	346,550	152,112	76,075	357,452	422,625	422,625
Total Income	6,060,534	6,158,523	2,787,006	2,758,258	8,121,496	8,916,781	8,847,540
Gross Profit	6,060,534	6,158,523	2,787,006	2,758,258	8,121,496	8,916,781	8,847,540
Expense							
1000 • Certificated Salaries	2,459,399	2,478,600	737,091	757,890	2,913,769	3,236,490	3,196,490
2000 • Classified Salaries	1,226,540	1,276,589	394,089	353,748	1,597,609	1,630,337	1,620,629
3000 • Employee Benefits	1,068,665	1,084,737	322,128	326,003	1,326,454	1,410,739	1,390,793
4000 • Books & Supplies	653,964	596,241	79,062	136,785	501,191	733,026	733,026
5000 • Services & Other Operating Exp	859,074	1,000,313	423,817	282,577	1,232,917	1,282,891	1,282,891
6000 • Capital Outlay	29,262	32,801	60,738	57,199	30,000	90,000	90,000
7430 • All Other Financing Uses	299,509	299,509	112,383	112,383	411,892	411,892	411,892
Total Expense	6,596,412	6,768,790	2,129,307	2,026,584	8,013,832	8,795,374	8,725,719
Net Ordinary Income	-535,878	-610,267	657,699	731,674	107,664	121,407	121,821

2020 -2021
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,647,437.00	3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,747.26	2,734,233.35	2,255,765.61		
LCFF Revenue	8011	306,154.00	306,154.00	551,077.00	551,077.00	551,077.00	551,077.00	551,077.00	271,362.00	132,881.00	127,948.00	179,715.57	0.00	1,910,919.43	5,990,519.00
EPA Funding	8012		0.00	42,547.00			42,547.00			42,518.00			0.00	42,576.00	170,188.00
In-Lieu of Taxes Charter Funding	8096	0.00	68,693.00	137,387.00	91,591.00	91,591.00	91,591.00	91,591.00	91,591.00	195,691.00	97,846.00	97,846.00	97,846.00	(8,375.00)	1,144,889.00
Selva Prop Tax	8097							75,696.00						75,696.00	151,392.00
Federal IDEA	8100-8299													101,179.00	101,179.00
Federal Food	8220			28,368.26	0.00	14,719.50	0.00	18,107.40	41,161.96	0.00	36,785.66	15,000.00	15,000.00	30,436.02	199,578.80
LLMF Federal CR sec 110	8290			300,346.00			8,395.00						0.00	25,186.00	333,927.00
State Food Revenue	8520			2,367.25	0.00	1,227.88	0.00	35,157.51	3,717.13	0.00	3,346.43	1,800.00	1,800.00	1,453.57	50,869.77
Other St Revenue	8434													0.00	0.00
Mandated Cost Reimb	8550					14,347.00							68.30	0.00	14,415.30
LLMF St GEER & GF Funds sec 110	8590			63,390.00										0.00	63,390.00
Lottery	8560							47,763.41		47,781.86	(3,499.65)			35,595.38	127,641.00
Lottery, prop 20	8561									2,279.40				39,416.66	41,696.06
Other	8590										2,662.00			0.00	2,662.00
Prior Year Payments	prior year	711.99		31,318.19	(1,726.84)			18.45	(10,634.00)	16,762.00	(3,306.00)	(13,857.00)	(13,857.00)	(10,551.00)	(5,121.21)
Other Local (Kids Care)	8689	206.29	127.28	243.16	834.44	2,709.29	3,323.84	1,431.26	3,310.68	3,451.13	8,922.00	3,300.00	4,500.00	0.00	32,359.37
Other Local (Fundraiser +)	8600-8699	76.77	65.81	63.94	505.32	66.05	1,256.30	(495.74)	(64.76)	35.80	1,620.48	2,100.00	100.00	0.00	5,329.97
Selva AB602	8792	21,131.00	21,131.00	21,131.00	16,905.00	76,072.00	38,036.00	38,036.00	19,412.00	0.00	18,659.00	18,659.00	0.00	133,453.00	422,625.00
TOTAL REVENUES		328,280.05	396,171.09	1,178,238.80	659,185.92	751,809.72	736,226.14	858,382.29	419,856.01	441,400.19	290,983.92	304,563.57	105,457.30	2,376,985.06	8,847,540.06
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	265,922.69	259,497.11	259,701.10	277,011.25	281,895.76	264,261.00	269,388.20	282,661.87	280,456.39	303,902.59	433,188.22	0.00	3,196,489.51
Classified Salaries	2000-2999	57,997.79	124,108.56	141,199.16	132,908.78	132,212.27	132,054.27	121,982.37	126,257.87	124,074.69	133,744.23	139,708.68	254,379.83	0.00	1,620,628.50
Employee Benefits	3000-3999	28,574.39	107,930.12	108,265.19	112,956.88	117,202.69	117,798.11	123,990.35	120,949.04	117,556.57	113,441.94	122,536.84	199,590.98	0.00	1,390,793.10
Books & Supplies	4000-4999	7,210.68	73,567.41	33,558.11	62,457.13	115,339.09	116,333.49	22,180.78	52,173.35	129,917.76	41,225.88	55,198.07	23,863.95	0.00	733,025.70
Services & Other Operating Expense	5000-5999	53,129.11	38,550.02	204,386.34	72,045.84	46,519.03	116,548.21	97,689.29	59,787.13	73,221.25	97,197.35	123,815.14	300,001.88	0.00	1,282,890.59
Capital Outlay	6000-6999	0.00	0.00	8,801.00	0.00	0.00	0.00	0.00	0.00	8,951.00	11,510.30	8,000.00	52,737.70	0.00	90,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	30,678.97	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	82,512.78	0.00	411,891.65
TOTAL EXPENDITURES		195,385.29	639,948.79	785,576.90	669,939.72	718,963.30	794,499.83	659,973.78	658,425.58	766,253.13	707,446.08	783,031.31	1,346,275.34	0.00	8,725,719.05
NET INCREASE/DECREASE		132,894.76	(243,777.70)	392,661.90	(10,753.80)	32,846.42	(58,273.69)	198,408.51	(238,569.57)	(324,852.94)	(416,462.16)	(478,467.74)	(1,240,818.04)	2,376,985.06	121,821.01
Accruals Received		706,964.83	44,192.31	32,747.43	141,776.98	0.00			903.00						850,697.21
Liabilities Accrued (Paid)		223,049.58	(425,312.00)	(99,402.26)	(50,000.00)	50,000.00		54.39		(2,247.89)	(51.75)				
Note Payable for Curriculum From Modesto (to Modesto)															
Mortgage & Const Loan (Paid)															
Const costs from loan to BS															0.00
ENDING CASH BALANCE		3,710,346.17	3,085,448.78	3,411,455.85	3,492,479.03	3,575,325.45	3,517,051.76	3,715,514.66	3,477,848.09	3,150,747.26	2,734,233.35	2,255,765.61	1,014,947.57		

Great Valley Academy Modesto (2020-2021)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science			X		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science			X		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts N/A					
World Language N/A					

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2017), rate the LEA's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Great Valley Academy Salida (2020-2021)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)		x			
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)		x			
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards			x		
History-Social Science			x		

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)		x			
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards			x		
History-Social Science			x		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards				x	
Physical Education Model Content Standards				x	
Visual and Performing Arts N/A					
World Language N/A					

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2017), rate the LEA's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				x	
Identifying the professional learning needs of individual teachers			x		
Providing support for teachers on the standards they have not yet mastered			x		

Optional Narrative

Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

To be input for 2021

Great Valley Academy-Modesto

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

As a charter school, we provide access to a broad course of study, based on our authorized charter. All of our students, by enrolling in our schools, have access to those courses. This can be verified by teacher/class schedules and by student academic report cards.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We are a single site, and as mentioned above, all enrolled students have access.

3. Identification of any barriers preventing access to a broad course of study for all students.

N/A

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

N/A

To be input for 2021

Great Valley Academy-Salida

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

As a charter school, we provide access to a broad course of study, based on our authorized charter. All of our students, by enrolling in our schools, have access to those courses. This can be verified by teacher/class schedules and by student academic report cards.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

We are a single site, and as mentioned above, all enrolled students have access.

3. Identification of any barriers preventing access to a broad course of study for all students.

N/A

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

N/A

GREAT VALLEY ACADEMY
Public Hearing
Wednesday, June 9, 2021~ 4:30 pm
1209 Woodrow Ave., Suite A4 Modesto CA 95350
or
via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/82502719993?pwd=cGQ4aTEwd3ZrVEk2eXVRb0NmcXJyZz09>

You may also call in using the Zoom phone number +1 669 900 6833 US **Meeting ID** 82502719993

Members of the public are encouraged to submit comments via email at publiccomment@greatvalleyacademy.com. Comments must be received by noon (12:00 p.m.) on the day of the public hearing.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a CALL TO ORDER

b APPROVAL OF AGENDA and ORDER OF AGENDA

c PUBLIC HEARING

- a. Public Hearing of Review of Draft of The Learning Continuity and Attendance Plan-Modesto
- b. Public Hearing of Review of Draft of The Learning Continuity and Attendance Plan-Salida

d FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – Monday June 14, 2021 ~via Zoom

e FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.



NOTICE OF PUBLIC HEARING

Great Valley Academy hereby gives notice that a public hearing will be held as follows:

TOPIC OF HEARING:

The Learning Continuity and Attendance Plan is designed to describe how GVA will provide continuity of learning and address the impact of COVID-19 on students, staff, and the community and the specific actions and expenditures the school district anticipates taking to support its ability to address the impacts of COVID-19.

The Learning Continuity and Attendance Plan draft can be accessed at

<https://www.greatvalleyacademy.com/files/7419/file/modesto-learning-continuity-attendance-plan-lcp-2020.pdf>

<https://www.greatvalleyacademy.com/files/7420/file/salida-learning-continuity-attendance-plan-lcp-2020.pdf>

Great Valley Academy has completed the requirements necessary to compose a draft Learning Continuity and Attendance Plan to present in a public hearing. Input will be received at the Public Hearing. The final Learning Continuity and Attendance Plan will be presented for approval at the June 14, 2021, Board meeting.

MEETING DETAILS:

Date: Wednesday, June 9, 2021

Time 4:30 p.m.

Location:

1209 Woodrow Ave., Suite A4 Modesto CA 55350

or via Zoom

<https://us02web.zoom.us/j/86738704001?pwd=M3hjR2l0Q09qVkRaYWM2M0hGanFGUT09>

Process for Making Public Comments: Members of the public are encouraged to submit comments via email at publiccomment@greatvalleyacademy.com. Comments must be received by noon (12:00 p.m.) on the day of the public hearing..

**GREAT VALLEY ACADEMY
PUBLIC HEARING
June 9, 2021**

MINUTES

Members Present: Chad Wolf, Yolanda Meraz, Steve Payne, Susan Nisan, Twila Tosh

Members Absent: Vince Jamison

***Great Valley
Academy Staff Present:*** Leah Silvestre Franklin, Marisa Meeks, Kelli Rupe

Audience Present: None

Call to Order: The Hearing was called to order by Mr. Payne at 4:35 pm

***Information and
Discussion:*** Mr. Payne opened the meeting for comments and/or questions. Hearing none, the matter was closed.

***Future Agenda
Items:***

FUTURE AGENDA ITEMS
Next Regular Board Meeting – Monday June 14, 2021
~4:30 pm via Zoom

Adjournment: The meeting was adjourned at 4:42 pm

Great Valley Academy
Regular Meeting of the Board of Trustees
June 14, 2021- 4:30 pm ~via Zoom

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of Great Valley academy shall meet via Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at

<https://us02web.zoom.us/j/86738704001?pwd=M3hjR2l0Q09qVkRaYWM2M0hGanFGUT09>

You may also call in using the Zoom phone number +1 669 900 6833 US Meeting ID 86738704001. Members of the public who wish to comment during the Board meeting may email in comments to publiccomment@greatvalleyacademy.com and they will be read during the public participation segment of the meeting. Comments must be received by 12:00 p.m. on the day of the meeting. Members of the public calling in will be given the opportunity to address the Board during the public participation segment of the meeting. Individual comments will be limited to three (3) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: You may request a copy of the written materials submitted to the Board by sending a request to publiccomment@greatvalleyacademy.com.

Disability Access: A copy for disability-related modifications or accommodations to participate in this public meeting should be made at least 24 hours prior to the meeting by emailing publiccomment@greatvalleyacademy.com. Efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

AGENDA

a. CALL TO ORDER

b. COMMUNICATIONS

a. PUBLIC PARTICIPATION

c. APPROVAL OF AGENDA AND ORDER OF AGENDA

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

d. CONSENT AGENDA

Consent Agenda information has been forwarded to each Board Member prior to this meeting for study and is on file at the Great Valley Academy office, 3200 Tully Road, Modesto. Copies of the complete agenda are available at the Board meeting. The Board in one motion acts on items listed on the Consent Agenda. There is no discussion of these items prior to the Board vote unless a member of the Board, staff or the public requests special items be discussed or removed from the Consent Agenda

- a. Approval of the Minutes of the Regular Board Meeting of May 24, 2021
- b. Approval of the Minutes of the Public Hearing of June 9, 2021
- c. Approval of Modesto Educational Protection Act (EPA) spending
- d. Approval of Salida Educational Protection Act (EPA) spending
- e. Approval of 2021/2022 Employee Handbook
- f. Approval of 2021/2022 Modesto Student/Parent Handbook
- g. Approval of 2021/2022 Salida Student/Parent Handbook

e. ACTION ITEMS

- a. Approval of Certificated Administrator Salary Guide
- b. Approval of 2021/2022 SELPA MOU
- c. Approval of 2021/2022 Modesto Budget
- d. Approval of 2021/2022 Salida Budget
- e. Approval of Updated Classified Salary Schedule
- f. Approval of Updated Stipend Schedule
- g. Approval of Local Control & Accountability Plan (LCAP)- Modesto
- h. Approval of Local Control & Accountability Plan (LCAP)- Salida
- i. Approval of change in insurance provider from Chartersafe to Bolton & Company

f. INFORMATION AND DISCUSSION

- a. Modesto Survey Results – School Climate
- b. Salida Survey Results – School Climate
- c. Modesto Parent Engagement Self Reflection
- d. Salida Parent Engagement Self Reflection
- e. Modesto – Local Priority 1 Self Reflection
- f. Salida – Local Priority 1 Self Reflection

g. FUTURE AGENDA ITEMS

- a. **FUTURE REGULAR BOARD MEETINGS** – August 2, 2021 (if needed) or August 30, 2021

~4:30 pm Via Zoom

h. FINAL ADJOURNMENT

VISION

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

MISSION

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

GREAT VALLEY ACADEMY
REGULAR MEETING OF THE BOARD OF TRUSTEES
May 24, 2021

MINUTES

Members Present: Steve Payne, Chad Wolf, Yolanda Meraz, Susan Nisan

Members Absent: Twila Tosh, Vince Jamison

Great Valley

Academy Staff Present: Leah Silvestre Franklin, Marisa Meeks, Christine Frost, Dr. Eldon Rosenow, Mike Ruehle, Russ Howell, Crystal Tanaka, Lindsey Duran, Megan Barajas, Amanda Holster, Yesenia Perez, Kelli Rupe

Audience Present: Jeremy Coe

Call to Order: Mr. Payne called the meeting to order at 4:31 p.m.

Communications: **COMMUNICATIONS**

Written

Communications: None

Public Participation: None

Modesto Principal

Report: Mr. Ruehle thanked everyone for helping and being supportive throughout the year. He talked about Summer school which will be 4 days per week for 4 weeks. The response from parents has been positive.

Salida Principal

Report: Mr. Howell spoke about the upcoming Promotion Ceremonies. This year's ceremony is being held at Shelter Cove. The event will be live streamed.

Homeschool Principal

Report: Ms. Frost spoke about the Summer Program and what a great response there is! She also said that families were very excited about the individual Graduation Ceremonies for each student that are being held in the center this year.

Chief Operating

Officer's Report: Mrs. Meeks reported that we passed the interim audit with flying colors. Congratulations to all for managing that!

MINUTES

Regular Meeting of the Board

May 24, 2021

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Chief Executive

Officer's Report:

Ms. Silvestre Franklin thanked everyone for all of their hard work on summer school, graduation ceremonies and the audit. Congratulations to Tarah Heilman on being hired as the new Homeschool Principal. We are thrilled to have her! She also gave an update on mental health services saying that there is a full case load. Services to both students and staff will continue next year.

Founder's Report:

Dr. Rosenow said that training is going great and they are getting ready for the summer school program.

Approval of Agenda/ Order of Agenda:

The motion was made by Mrs. Meraz, seconded by Mr. Payne, approving the Agenda and Order of Agenda. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

Consent Agenda:

CONSENT AGENDA

The motion was made by Mr. Wolf, seconded by Mr. Payne approving the consent agenda items. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

Action Items:

ACTION ITEMS

a. The motion was made by Mrs. Nisan, seconded by Mrs. Meraz approving the staff appreciation bonuses. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

May 24, 2021

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b. The motion was made by Mr. Wolf, seconded by Mrs. Nisan approving the Modesto 2021-2022 Academic Calendar. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

c. The motion was made by Mrs. Meraz, seconded by Mr. Wolf approving the Salida 2021-2022 Academic Calendar. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

d. The motion was made by Mrs. Nisan, seconded by Mrs. Meraz approving the 2021-2022 Board Meeting Dates Calendar. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

e. The motion was made by Mrs. Meraz, seconded by Mrs. Nisan approving the 2021-2022 Holiday Schedule. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

f. The motion was made by Mr. Wolf, seconded by Mrs. Nisan approving the Modesto Expanded Learning Opportunity Grant Plan. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

May 24, 2021

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g. The motion was made by Mrs. Nisan, seconded by Mr. Wolf approving the Salida Expanded Learning Opportunity Grant Plan. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

h. The motion was made by Mrs. Meraz, seconded by Mrs. Nisan approving the Nigro & Nigro Agreement- Modesto (revised). A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

i. The motion was made by Mrs. Nisan, seconded by Mr. Payne approving the Nigro & Nigro Agreement – Salida (revised). A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

j. The motion was made by Mr. Wolf, seconded by Mrs. Meraz approving the Public Hearing Meeting for June 9, 2021 at 4:30 p.m.. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

The motion was made by Mr. Wolf, seconded by Mr. Payne approving the 2021-2022 Sub rates. A roll call vote was taken.

AYES: Payne, Wolf, Meraz, Nisan

NOES: None

ABSENT: Tosh, Jamison

ABSTENTIONS: None

MINUTES

Regular Meeting of the Board

May 24, 2021

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Information and

Discussion:

Monthly Financials

Both campuses are on budget and cash flow remains as projected.

Self Reflection – Academic Standards

Self Reflection – Access to Broad Course of Study

Handouts were presented.

Future Agenda

Items:

FUTURE AGENDA ITEMS

Public Hearing – June 9, 2021, 4:30 p.m via Zoom

Next Regular Board Meeting – June 14, 2021, 4:30 p.m. via Zoom

Adjournment:

The meeting was adjourned at 5:20 p.m.

**GREAT VALLEY ACADEMY
PUBLIC HEARING
June 9, 2021**

MINUTES

Members Present: Chad Wolf, Yolanda Meraz, Steve Payne, Susan Nisan, Twila Tosh

Members Absent: Vince Jamison

***Great Valley
Academy Staff Present:*** Leah Silvestre Franklin, Marisa Meeks, Kelli Rupe

Audience Present: None

Call to Order: The Hearing was called to order by Mr. Payne at 4:35 pm

***Information and
Discussion:*** Mr. Payne opened the meeting for comments and/or questions. Hearing none, the matter was closed.

***Future Agenda
Items:***

FUTURE AGENDA ITEMS
Next Regular Board Meeting – Monday June 14, 2021
~4:30 pm via Zoom

Adjournment: The meeting was adjourned at 4:42 pm

**2021-2022 Education Protection Act
Program Plan
Great Valley Academy-Modesto**

Plan For Expenditures through: June 30, 2022

For Fund 09-Resource 1400-Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Revenue Limit Sources	8010-8099	\$1,713,364
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	
TOTAL AVAILABLE		\$1,713,364
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function	
Instruction	1000-1999	\$1,713,364
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Admission	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		\$1,713,364
BALANCE (Total available minus total expenditures and other financing		\$ -

**2021-2022 Education Protection Act
Program Plan
Great Valley Academy-Salida**

Plan For Expenditures through: June 30, 2022

For Fund 09-Resource 1400-Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Revenue Limit Sources	8010-8099	\$164,920
Federal Revenue	8100-8299	
Other State Revenue	8300-8599	
Other Local Revenue	8600-8799	
All Other Financing Sources and Contributions	8900-8999	
Deferred Revenue	9650	
TOTAL AVAILABLE		\$164,920
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function	
Instruction	1000-1999	\$164,920
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	
AU of a Multidistrict SELPA	2200	
Instructional Library, Media and Technology	2420	
Other Instructional Resources	2490-2495	
School Administration	2700	
Pupil Services		
Guidance and Counseling Services	3110	
Psychological Services	3120	
Attendance and Social Work Services	3130	
Health Services	3140	
Speech Pathology and Audiology Services	3150	
Pupil Testing Services	3160	
Pupil Transportation	3600	
Food Services	3700	
Other Pupil Services	3900	
Ancillary Services	4000-4999	
Community Services	5000-5999	
Enterprise	6000-6999	
General Admission	7000-7999	
Plant Services	8000-8999	
Other Outgo	9000-9999	
TOTAL EXPENDITURES AND OTHER FINANCING USES		\$164,920
BALANCE (Total available minus total expenditures and other financing		\$ -



RESOLUTION FOR ADOPTING THE EDUCATION PROTECTION ACCOUNT

Resolution Number: 16.01 (Revised 6.4.21)

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (setting 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36 create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative costs;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

THEREFORE BE IT RESOLVED that the moneys received from the Education Protection Account shall be spent as required by Article XIII Section 36 in the following manner:

THE FOREGOING RESOLUTION was introduced at a regular meeting of the Great Valley Academy BOARD OF EDUCATION held on the 14th day of June, 2021 by Board of Education Member _____, who made the motion, which motion duly seconded by _____, was upon roll call, carried into Resolution and passed by the following vote:

Ayes:

Nays:

Absent:

I, _____, Secretary to the Board of Education of the Great Valley Academy Board of Education, do certify that the foregoing is a true and correct copy of the RESOLUTION adopted by the School Board of Education of the Great Valley Academy at a regular meeting of the Board of Education on _____, which RESOLUTION is on file in the office of the Great Valley Academy district, Stanislaus County.

Date: _____

Signed: _____



Great Valley Academy – Modesto

Great Valley Academy - Salida

2021-2022 Education Protection Account (EPA) Spending Plan

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income rates for upper-income taxpayers.

Proposition 55, approved by the voters on November 8, 2016, creates in the state General fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f).

The revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Act (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of statewide revenue limit amount. A corresponding reduction is made to a LEAs revenue limit EPA entitlement. LEAs will receive EPA payments quarterly beginning with the 2014-2015 Fiscal Year.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- *The spending plan must be approved by the governing board during a public meeting
- *EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs
- *Refer to the attached list of functions for which EPA funds may be used
- *Each year, the local agency must publish an accounting of how much money was received from the EPA and how the funds were expended

Great Valley Academy-Modesto Estimated 2021-2022 EPA	\$1,713,364
Great Valley Academy-Salida Estimated 2021-2022 EPA	\$ 164,920

It is proposed that 100% of EPA funds be used to cover salary and benefit costs of non-administrative certificated staff.



Employee Handbook

July 2021

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Introduction

This Handbook summarizes the Great Valley Academy Charter School's (hereinafter referred to as "School") personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook, please consult Payroll/Human Resources Department.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general work place policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you. Only the Chief Executive Officer may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please sign the employee acknowledgement form at the end of this Handbook, and provide to Payroll/Human Resources Department. This signed acknowledgement demonstrates to the School that you have read, understand and agree to comply with the policies outlined in the Handbook. Failure to sign acknowledgement may result in delay of your ability to begin work or termination.

I. Hiring Policies and Procedures

A. At Will Employment

The School is an at-will employer. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without advanced notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by the Chief Executive Officer.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

B. Equal Employment Opportunity Policy

GVA is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. GVA then will conduct an investigation to identify the GVA will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

If you believe prohibited discrimination has occurred, please contact your direct supervisor or Payroll/Human Resource Department immediately. Reports will be investigated and appropriate corrective action will be taken.

C. Immigration Compliance

GVA will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, GVA will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

D. Employee Classification

The School's employees are classified in the following categories: Exempt, non-exempt, and full-time, part-time or temporary.

Exempt: Exempt employees are those employees with job assignments that meet exemption tests under state and federal law, making them exempt from overtime pay requirements. Exempt employees are compensated on a salary basis for all hours worked outside of their general work schedule, and/or remote telework, not pursuant to overtime pay requirements.

Non-Exempt: Non-exempt employees are those employees with job assignments that do not meet exemption tests under state or federal law. Thus, these employees are paid overtime wages for overtime worked in accordance with the law.

Full Time: Full time employees are those employees who are scheduled to work at least 30 hours in a week.

Part Time: Part time employees are those employees who are scheduled to work less than 30 hours in a week.

Temporary/On Call: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than 1 month.

Part time or Temporary/On Call employees are not entitled to health benefits provided by the School. Part time or Temporary/On Call employees are entitled to the Sick Leave benefit plan as detailed in the Employee Benefits Section. Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School. If you have any questions about your classification, please consult with Payroll/Human Resource Department.

E. Relationships Between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. Please note that such consensual relationships may be in violation of the School's Unlawful Harassment, Discrimination and retaliation policy. If such relationship arises, both employees shall notify the

Chief Executive Officer (If CEO is a party; notification shall be made to the Board President or Vice President) so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

F. Internal Job Candidates

Current GVA employees may apply for any internal, open and posted position regardless of current job position. Internal school candidates should notify their supervisor of their intent to apply and will be guaranteed at least a first round interview by the hiring manager for the open position. At no time does GVA guarantee, either expressed or implied, that the internal candidate would be offered or transferred to the open position. There will be no form of retaliation against the employee for applying and interviewing for the open position.

G. Certification and Licensure of Instructional Staff

Each of the School's core academic teachers will be required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to. It is the responsibility and a condition of continued employment of all instructional staff to maintain and keep current such certificates, permits or other documentation and provide to the Payroll/Human Resource Department no later than the close of business on the first day the employee reports for duty. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to the Campus Principal. Staff who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter that at-will status of the employee's employment.

All instructional staff shall have a Certificate of Clearance on file with the California Commission on Teacher Credentialing regardless of credential status.

H. Tuberculosis Testing

All employees of the School must submit written proof from a licensed physician of a risk assessment examination or negative test for tuberculosis (TB) within the **previous last** sixty (60) days from date of hire. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments **and, if risk factors are found, the examination** at least once every four (4) years. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. **An x-ray exemption is permanent and does not require a four (4) year renewal.**

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, interns, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

I. Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, including for convictions of a controlled substance or sex offenses. Potential or current employees with adverse background information may be ineligible for employment with the School. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification. Every new employee shall be required to provide fingerprint clearance through the Dept. of Justice/FBI (Live Scan) process. The results of the Live Scan must be received prior to the first day of work. Failure to receive the Live Scan results will result in a delay of your ability to begin work or termination. Employee will be required to use the GVA approved Live Scan Vendor.

J. Child Neglect and Abuse Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

GVA will provide annual training on the mandated reporting requirements, using an online training module to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services.

II. General Workplace Policies

A. Prohibition of Unlawful Harassment, Discrimination, and Retaliation

1. Harassment Policy

GVA is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. GVA's policy prohibits unlawful harassment, discrimination, and retaliation

based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or designee.

When the School receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO) or the CEO or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. GVA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

2. Definition of Harassment

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment," "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment.

California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade) is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, as more fully described

below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter or interfere with the conditions of employment and create an abusive or hostile educational or working environment or to interfere with or limit the individual's ability to participate in or benefit from an educational program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School.

The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School.

The following are examples of offensive behavior:

- Unwanted sexual advances, flirtations, touching or requests for sexual favors;
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body and the sexual uses to which it could be put;
- Unwarranted graphic discussion of sexual acts;
- Sexually degrading words;
- Suggestive or obscene letters, notes or invitations;
- Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, sexually degrading words used to describe a person, sexuality, or their sexual experience;
- Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex;
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Making or threatening retaliatory action after receiving a negative response to sexual advances;

- Visual harassment including sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

4. What to do if Sexual and Other Unlawful Harassment Occurs

Internal Procedures:

School Level Investigation: Campus Administrators and employees alike have the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Campus Administrator contacts below. Should Campus Administrators become aware of any conduct that may constitute unlawful harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Suspected unlawful harassment should be reported immediately to:

Campus Principal or Vice Principal

(Modesto Campus: 3200 Tully Road, Modesto, CA 95350 – 209-576-2283)

(Salida Campus: 5901 Sisk Road Modesto, CA 95356 – 209-545-7500)

(Homeschool Office: 1209 Woodrow Ave. Suite C-1 Modesto, CA 95350 – 209-576-2233)

If the employee is not comfortable contacting Campus Principal or Vice Principal or if that individual is not available, the employee should contact:

Chief Executive Officer

(Modesto Campus: 3200 Tully Road, Modesto, CA 209-576-2283)

The Chief Executive Officer will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

Any employee found to have participated in harassment or discrimination will be subject to disciplinary action, up to and including termination.

Training: All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2)

years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. All other staff will receive sexual harassment training and/or instruction annually concerning sexual harassment in the workplace.

B. Whistleblower Policy

Great Valley Academy (GVA) is committed to operating in furtherance of its tax-exempt purposes and in compliance with all applicable laws, rules and regulations, including those concerning accounting and auditing, and prohibits fraudulent practices by any of its board members, officers, employees, or volunteers. This policy outlines a procedure for employees to report actions that an employee reasonably believes violates a law, or regulation or that constitutes fraudulent accounting or other practices. This policy applies to any matter which is related to GVA's business and does not relate to private acts of an individual not connected to the business of GVA.

If an employee has a reasonable belief that an employee or GVA has engaged in any action that violates any applicable law, or regulation, including those concerning accounting and auditing, or constitutes a fraudulent practice, the employee is expected to immediately report such information to his or her supervisor. If the employee does not feel comfortable reporting the information to his or her supervisor, he or she is expected to report the information to the CEO.

All reports will be followed up promptly, and an investigation conducted. In conducting its investigations, GVA will strive to keep the identity of the complaining individual as confidential as possible, while conducting an adequate review and investigation.

GVA will not retaliate against an employee in the terms and conditions of employment because that employee: (a) reports to a supervisor, to the CEO, the Board of Directors or to a federal, state or local agency what the employee believes in good faith to be a violation of the law; or (b) participates in good faith in any resulting investigation or proceeding, or (c) exercises his or her rights under any state or federal law(s) or regulation(s) to pursue a claim or take legal action to protect the employee's rights.

GVA may take disciplinary action (up to and including termination) against an employee who in management's assessment has engaged in retaliatory conduct in violation of this policy.

In addition, GVA will not, with the intent to retaliate, take any action harmful to any employee who has provided to law enforcement personnel or a court truthful information relating to the commission or possible commission by GVA or any of its employees of a violation of any applicable law or regulation.

C. Lactation Accommodations

An employee may request an accommodation for lactation breaks by submitting a lactation accommodation request to her department supervisor or designee. The department supervisor or designee must respond to the employee's accommodation request in writing.

GVA accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

GVA will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room (other than a bathroom) or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. The lactation space shall be:

- Safe, clean and free of toxic or hazardous materials;
- Contain a surface to place a breast pump and other personal items;
- Contain seating;
- Have access to electricity allowing operation of an electric breast pump;
- Provide reasonable proximity to a sink with running water; and
- Refrigerator suitable for storing breast milk.

Employees have the right to file a complaint with the labor commission for any violation of rights provided under Chapter 3.8 of the California Labor Code regarding lactation accommodations.

D. Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the Campus Principal or Vice Principal.

E. Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or complaints relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined and described above), please contact your supervisor with your questions or concerns. If the situation is not resolved to your satisfaction, please contact Payroll/Human Resource Department in writing, who will further investigate the issue.

F. Drug and Alcohol Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. GVA is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other GVA stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

G. Tobacco Free Workplace

All School buildings and facilities are tobacco-free facilities.

H. Gun and Weapon Free Workplace

Pursuant to Penal Code 626.9 known as the Gun-Free School Zone Act of 1995, any person who possess a firearm in a place that the person knows, or reasonably should know, is a school zone, shall be punished according to PC 626.9.f. A “school zone” means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 – 12, inclusive, or within a distant of 1,000 feet from the grounds of the public or private school. Great Valley Academy has zero tolerance for gun and weapon possessions on campus or GVA sponsored events. Local authorities will be contacted for any violation.

I. Health, Safety and Security Policies

GVA recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others. Accordingly, GVA has developed a safety plan in order to have specific procedures in place in case of an emergency.

The Board shall review the comprehensive district wide and/or school safety plan(s) as part of its review process. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Great Valley Academy and school administration offices.

- **General Safety and Security Protocols**

GVA has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Principal. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

- **Occupational Safety**

GVA is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. GVA is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

- **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises to Human Resources so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. For all severe and head injuries, incident must be reported to administration immediately and an incident report completed.

- **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

J. Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes but is not limited to all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises, as necessary. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including termination.

K. Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material via all communication methods including e-mail. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in undue litter or is conducted in a manner that is unduly disruptive to employees during their work hours. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible but not via e-mail. Entry on the School premises by non-employees is not permitted, unless related to official School business and all visitors must follow the School visitor protocols. Solicitation or distribution of written materials by non-employees is strictly prohibited.

L. Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including but not limited to computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment, technology and network system. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School including but not limited to internet usage.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) of visual depictions that are obscene, child pornography and/or with respect to use by minors, internet access harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

All employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business, as well as reasonable and limited personal use. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

The School does require that employees check their school provided e-mail on at least a weekly basis during the school year and suggests periodically checking e-mail over scheduled school breaks. If the employee is not assigned a school e-mail (such as on-call/temporary employees), the school suggests periodically checking their personal e-mail for important communications from the school.

M. Employee Blogs and Social Media

If an employee decides to keep a personal blog or posting, or use other social media, that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by the CEO or COO;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose blog or posting violates this or other School policies.

N. Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

O. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep Payroll/Human Resource Department advised of changes that should be reflected in your personnel file. Such changes include: change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records in writing, at reasonable times, at a reasonable place, and on reasonable advance notice to the Payroll/Human Resource Department. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. The School will restrict disclosure of your personnel file to authorized individuals within the School. Employer will respond to such a request within 30 days of receipt of the written request. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will

cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

P. Use of Personal Vehicles for Company Purposes

Occasionally GVA employees may use personal vehicles for school business purposes. It is understood by all employees that should an accident or damage occur to the vehicle while being used for business purposes, the employee personal automobile insurance policy is always the primary insurance.

Q. Personal Property on School Grounds

GVA is not responsible for the loss, theft or damage of personal property that is used or stored on school grounds. This includes cars parked on GVA property and parking lots.

R. Child Protective Services (CPS) Reporting & Response

Board Policy – 2019.046 Adopted February 2019

California Penal Code section 11166(a) requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows, or reasonably suspects has been the victim of child abuse or neglect, to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Training

Great Valley Academy ("GVA" or the "School") will provide annual training on the mandated reporting requirements, using an online training module to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. GVA provides this training via online training module.

Agency Reporting

Any employee who, in their work capacity, observes or suspects that an incident, behavior, or conduct may be an indication of child abuse, shall within thirty-six (36) hours: (1) make a telephone report of the suspected child abuse to the Stanislaus County Community Services Agency at (209) 558-3665, and (2) complete and send

Department of Justice Form 55 8572 “Suspected Child Abuse Report” to the same agency. The employee shall also report the same information to law enforcement within thirty-six (36) hours.

As outlined within GVA Board Resolution 2018.043, the School will not contact CPS to assist students whose parents have been detained on immigration charges or deported until GVA has exhausted all other avenues.

Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Principal, or the Chief Executive Officer or designee.

However, employees reporting suspected child abuse or neglect are encouraged to notify the Principal by email or anonymous letter as soon as possible after the initial reports to the Community Services Agency and law enforcement, including by providing a summary of the suspected conduct and an affirmation that the appropriate agencies have been notified. While not required, this notice will help GVA protect the safety of the child involved. Thereafter, the Principal shall inform the Chief Executive Officer or designee of the suspected abuse. Further, mandated reporters are encouraged to seek assistance and guidance from the School as needed.

Reporting a case of possible child abuse or neglect to a supervisor, the school Principal, coworker or other person shall not be a substitute for making a mandated report to the Community Services Agency and law enforcement.

Interviews

GVA shall permit law enforcement and children’s welfare-related services on campus with proper identification and proof of an authorized student safety-related purpose to investigate claims of child abuse or neglect. All visitors are required to adhere to School policies for visitors and to sign-in and out of the campus visitor’s log.

Whenever the School, in combination with a representative of a public agency investigating suspected child abuse or neglect, deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, regarding a report of suspected child abuse or neglect.

The child shall be afforded the option of being interviewed in private or selecting an adult employee of the School, including any certificated or classified employee, to be present at the interview. A representative of the public agency investigating suspected child abuse or neglect shall inform the child of that option, prior to the interview.

The purpose of the GVA employee’s presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible, but the employee may not participate in the interview. The GVA employee shall not further discuss the facts or circumstances of the case with the child, and is subject to the confidentiality requirements set forth in this Policy. The School shall inform the GVA employee selected by a child of the requirements of this Policy prior to the interview. The GVA employee selected by the child may decline the request to be present at the interview. If the GVA employee agrees to be present, the interview shall be held at a time during School hours when it does not involve an overtime expense to the School.

Release of Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Chief Executive Officer or designee and/or Principal shall not notify the parent/guardian, but rather GVA

shall provide the peace officer with the address and telephone number of the child's parent/guardian and the peace officer will notify the parent/guardian.

Parent/Guardian Involvement

In the case of suspected child abuse or neglect, a parent/guardian does not have the right to be informed of the report to the investigating public service agency and should not be informed by School personnel. The investigating public service agency will be responsible for providing any such information to the parent/guardian.

Confidentiality

Confidentiality is crucial to such cases and must be enforced at all times in order to protect the child. At no time should the details or circumstances of suspected abuse or neglect be disclosed, except as needed to promote the safety of the child, and in compliance with the law and this Policy. All copies of written reports of suspected abuse or neglect made to the School will be maintained and secured by the Chief Executive Officer's executive staff. Any employee found to have breached confidentiality may be subject to disciplinary action, up to and including termination.

Q. Telework

Board Policy – 2020.056 Adopted June 2020

Great Valley Academy (the "School") recognizes approved teleworking as a necessary work arrangement during specific times or upon request of an employee. This policy details conditions and requirements which apply to all telework assignments.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of the School and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must

also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of the School's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow the School or its authorized agent to investigate and/or inspect the telework site as needed.

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture

The School will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. The School will not provide office furniture for the workspace at home.

For those employees with School supplied and maintained technology equipment, it is to be used for work purposes only. Employees must sign an inventory of all School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, all School property must be returned to the School.

For those employees who do not have School issued technology equipment, all necessary technology shall be supplied by the employee. All technology supplied by the employee shall be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for School-related use shall be eligible for reimbursement for the use of their technology pursuant to the "Reimbursement" section below.

Reimbursement-- Allowance

The School shall **reimburse** **provide an employee allowance** for actual and necessary expenses incurred in the employee carrying out School business when such expenses are expressly authorized and preapproved by the School.

INTERNET REIMBURSEMENT-ALLOWANCE: The School **shall provide an allowance of costs** for internet at \$10 per month, based upon a reasonable percentage of work-related use.

CELL PHONE REIMBURSEMENT-ALLOWANCE: The School **shall provide an allowance of costs** for cell phone bill at \$10 per month, based upon a reasonable percentage of work-related use. Phone expenses are limited

to the *employee's share* of the plan, taxes, and access fees. (i.e., an employee on a “family plan” may receive reimbursement only for the cost of their phone line).

Employees who believe their expenses exceed the reimbursement allowance the School provides shall be required to submit copies of their internet and/or cell phone bill for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security and Confidentiality

Employees must never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with the School's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the School's “Professional Boundaries: Staff/Student Interaction” policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of the School's Policy, please visit

https://www.greatvalleyacademy.com/protected/files/6717/file/great-valley-academy-student_staff-interaction-2019.047-final.pdf Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

The School may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, the School shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Ad Hoc Arrangements

Temporary telecommuting arrangements may be approved for circumstances such as inclement weather, special projects, pandemics or business travel. These arrangements are approved on an as-needed basis only, with no expectation of ongoing continuance.

Other informal, short-term arrangements may be made for employees on family or medical leave to the extent practical for the employee and the organization and with the consent of the employee's health care provider, if appropriate.

All informal telecommuting arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

III. Hours of Work, Overtime and Attendance

A. Work Hours and Schedules

The School's normal work days are Monday through Friday. The School's workweek begins on Sunday at 12:00 AM and ends the following Saturday at 11:59 PM. Modesto Campus Hours:

Modesto Campus Hours:

Mon. – Thurs.			Friday	
Students K-3	7:55 – 3:10		Students K-3	7:55 – 11:40
Students 4-8	7:55 – 3:20		Students 4-8	7:55 – 11:50
Teachers	7:50 – 3:30		Teachers	7:50 – 3:30
Instructional Aides	7:50 – 3:45		Instructional Aides	7:50 – 12:15

Salida Campus Hours:

Mon. – Thurs.			Friday	
Students K-8	8:05 – 3:30		Students K-8	8:05 – 12:00
Teachers	8:00 – 3:45		Teachers	8:00 – 3:45

Instructional Aides	8:00 – 3:45		Instructional Aides	8:00 – 12:15
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Homeschool Office Hours:

Mon. – Fri.				
Teachers	7:50 – 3:30			
Administrative Asst.	7:30 – 4:00			

The work schedule for full-time, non-exempt employees is normally 40 hours per week. Your supervisor will assign your specific work schedule.

B. Overtime

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for nonexempt employees, the School's workweek begins on Sunday and ends the following Saturday. The workday begins at midnight and ends the following day at 11:59 p.m. You will be informed when you are required to work overtime hours. All overtime hours worked must be preauthorized in writing by your immediate supervisor.

Only those hours that are actually worked are counted to determine an employee's overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in overtime calculations.

C. Work Breaks/M meal Periods

All employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and GVA mutually consent to the waiver in writing.

All employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

D. Pay Days

For all hourly non-exempt employees paydays are scheduled on the 10th and 26th day of each month. Each paycheck will include earnings for all reported work performed through the end of the payroll period.

For certificated/teaching staff exempt employees, paydays are scheduled on the 26th day of each month 11 months a year. Each paycheck reflects an amount equal to your salary, divided by 11 as GVA pays in 11 equal monthly payments from August - June.

For salary professional exempt employees, paydays are scheduled on the 26th day of each month 12 months a year. Each paycheck reflects an amount equal to your salary, divided by 12 as GVA pays in 12 equal monthly payments.

In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the business day prior to the day(s) off.

You should promptly notify Payroll/Human Resource Department if you have a question regarding the calculations of your paycheck; any corrections will be adjusted and appear in the following payroll.

E. Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

State Teachers Retirement System (STRS): This credentialed employee deduction is for member teachers retirement system.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Payroll/Human Resource Department to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Payroll/Human Resource Department. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon hire. It is the employee's responsibility to report any changes in filing status to the Payroll/Human Resource Department. It is also the employee's responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

F. Deferred Net Pay

Eleven (11) month employees who receive pay in the 11 month cycle may opt-in to deferred net pay plan. It allows employees to receive regular paychecks in August – June and one summer deferred net pay check. (The July check is not a payroll check but money that is withheld from your net pay from August – June.)

All regular deductions (such as taxes and retirement) and voluntary deductions (such as insurance premium, annuities, savings) will be taken from your eleven regular monthly paychecks. The check you receive in July will be NET. There will be no deductions taken from your July check.

Please see Human Resources if you would like to enroll in the Deferred Net Pay plan.

G. Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Principal will discuss the situation with the employee.

H. Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning. Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination.

If an employee finds it necessary to be absent or late, you are expected to arrange it in advance with your immediate supervisor. If it is not possible to arrange your absence or tardiness in advance, you must notify your immediate supervisor no later than one (1) hour before the start of your workday (classroom-based teacher's and teacher's aides, see below). An absence or tardiness without notification to your immediate supervisor will lead to disciplinary action, up to and including termination.

If you are a teacher or a teacher's aide on the MODESTO CAMPUS, you are responsible to contact the Administrative Assistant who will arrange for a qualified substitute. If you are absent from work longer than one (1) day, you are expected to keep the Administrative Assistant sufficiently informed of your situation. Any absence or tardiness without notification to the Administrative Assistant will lead to disciplinary action, up to and including termination.

If you are a teacher or a teacher's aide on the SALIDA CAMPUS, you are responsible to call for a qualified substitute and contact the Administrative Assistant to keep her apprised of all details. If you are absent from work longer than one (1) day, you are expected to continue to call for a qualified substitute and to keep the Administrative Assistant sufficiently informed of your situation. Any absence or tardiness without notification to the Administrative Assistant will lead to disciplinary action, up to and including termination.

A Personal Time Off (PTO) request within Paychex must be completed by the employee for each absence taken.

If you fail to come to work for three (3) consecutive work days without authorization, the School will presume that you have voluntarily terminated your position with the School. All absences of three (3) or more consecutive days must be documented by a written doctor's note and may require a "fit for duty" or medical certification to return to work.

If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will need to request leave or be medically separated from the School.

I. Time Records

By law, GVA is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the Paychex system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with all absences, including doctor or dentist appointments or tardies from work. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday and verifying and attest to the truth of the information contained in their time records. Employees must provide electronic approval through the Paychex system.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to clock-in/out, the employee must notify their time card approver immediately.

Non-exempt (hourly) employees are required to approve their time records no later than one business day following the conclusion of each pay period, i.e. for pay periods ending the 15th, approvals must be completed on the 16th or the first business day after the pay period end date. Failure to not approve your timecard will lead to disciplinary action, up to and including termination.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before clicking-in, and running School errands after clocking out.

No one may clock-in or out for another employee. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

J. Mandatory Training and Meetings

The School will pay all employees for attendance at mandatory trainings, lectures and meetings.

All mandatory trainings, lectures and meetings will be identified as such. Mandatory trainings are required to be completed once a year by current employees or within **6 months 2 weeks** of new employment. The School will not pay employees for attendance at voluntary trainings. If you are unsure about the characterization of an offered training, lecture or meeting, please contact your immediate supervisor before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records in Paychex.

K. Reasonable Assurance

Less than 12 month employees will be notified of reasonable assurance status for the upcoming school year at least 30 days prior to the conclusion of the previous school year.

IV. Standards of Conduct

A. Personal Appearance

At Great Valley Academy, we promote responsibility and good citizenship. To that end, we believe it is important to set an example of professionalism by the way we act and dress.

Employees are required to wear a Great Valley Academy uniform during school hours as follows:

Bottoms

- Black or khaki color straight pants/shorts and cargo pants/shorts for men and women.
- Black or khaki color capris, skirts, skorts or jumpers for women. Length must be reasonable and appropriate.
- Bottoms must be plain material without designs or patterns and **with no holes, rips or tears**. Jean, denim, **yoga** and sweat pant styles are not allowed **unless it is a free dress or campus dress-up day**.
- Leggings/**tights** may only be worn under skirts, skorts, shorts and jumpers and must be solid white, black, grey or navy.
- ~~Visible socks must be solid white, black, grey or navy.~~

Tops

- Solid navy, collared polo shirt with white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with green or navy embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- When wearing an undershirt, camisole or tank top under an approved GVA top, it must be solid white, black, grey or navy.
- Solid navy blue sweatshirts, sweaters, vests and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy spirit sweatshirts and jackets may be worn inside.
- All non-navy and non-spirit sweatshirts, sweaters, vests and jackets may be worn outside but must be removed when inside.

Friday Spirit Days

- Every Friday staff may wear school spirit shirts that include but are not limited to jog-a-thon, athletics, Kids Care, grade level designs, performing arts, music, etc.
- Periodically each campus will announce dress-up or special spirit days. Details for these days will be outlined in campus newsletters and/or announcements.

Shoes

- Athletic shoes must be worn at all times. Maintenance staff may wear appropriate work boots for safety.

- No sandals, flip-flops, wedged tennis shoes, slip-on shoes or boots allowed. Rain boots are permitted on rainy days only but athletic shoes must be brought to put on once inside.

Head Coverings

- Hats, beanies and other head coverings may be worn outside only. Food service staff may wear hats inside for sanitation purposes.
- Head coverings worn for religious reasons are allowed.

Appearance/Accessories/Hair

Great Valley Academy (GVA) expects all employees to exercise appropriate judgment with regard to personal appearance and grooming in order to be most effective in the performance of their workplace duties. GVA recognizes that personal appearance is an important element of self-expression and strives not to control or dictate appropriate employee appearance with regards to jewelry, piercings and/or tattoos worn as a matter of personal choice.

In keeping with this approach, GVA allows reasonable self-expression through personal appearance, unless

- a) it conflicts with an employee's ability to perform his or her position effectively or within his or her specific work environment, or
- b) it is regarded as offensive or harassing toward co-workers, students, volunteers, parents/guardians or others with whom GVA employees have contact.

GVA permits employees to wear jewelry or to display tattoos and piercings at the workplace within the following guidelines and factors that administration will consider to determine whether jewelry, piercings or tattoos may pose a conflict with the employee's job or work environment include:

1. Personal safety of self or others, or damage to company property.
2. Productivity or performance expectations.
3. Offensiveness to co-workers, students, volunteers, parents/guardians, or others in the workplace based on racial, sexual, religious, ethnic, or other characteristics or attributes of a sensitive or legally protected nature.
4. School-environment or societal norms.
5. Complaints.

If administration determines an employee's jewelry, piercings or tattoos may present such a conflict, the employee will be encouraged to identify appropriate options, such as removal of excess or offensive jewelry and piercings, covering of tattoos, or other reasonable means to resolve the conflict.

An environment of mutual cooperation, respect, and fair and consistent treatment for all employees is GVA's goal. Nonetheless, GVA is legally responsible for ensuring that no employees are subject to harassment or a hostile work environment. As an initial step toward resolution of any complaint or offense under this policy, administration will be responsible for explaining the policy and answering employee questions. If an agreeable solution cannot be reached at that stage, the Chief Executive Officer or designee will follow company procedures to resolve the issue.

Employees' hair and jewelry must be worn in a manner that is safe around students and equipment ~~and must be a naturally occurring color (i.e.; no purple, blue etc.)~~.

Uniform Reimbursement

- Employees scheduled to work 30 hours or more per week will be given a \$200 annual clothing allowance starting July 1st.
- Employees scheduled to work less than 30 hours per week will be given a \$150 annual clothing allowance starting July 1st.
- Substitute positions will not be provided reimbursement for uniform expenses but will be provided one navy blue polo.

The following items qualify for reimbursement:

- Approved navy polos and white dress shirts/blouses **with the GVA logo.**
- Approved black and khaki bottoms
- Approved navy blue sweaters, sweatshirts, vests or jackets **with the GVA logo.**
- Approved school-sponsored spirit wear
- Athletic shoes
- Work boots – Maintenance staff only
- Rain boots – Parking lot duty staff only
- GVA logo embroidery costs – **Employees must show proof that tops and outerwear being reimbursed have been embroidered with the GVA logo (i.e., embroidery receipt)**

Only approved GVA attire will be reimbursed as outlined above. If you would like to request an exception because of “job assignment specific” requirements, you must receive approval of your administrator **before** making the purchase and then reimbursements will still only be made up to the allowable annual clothing allowance.

GVA reserves the right to decline reimbursement for any items not outlined in this policy.

Purchasing Uniforms

You may purchase uniform tops directly from Great Valley Academy. Visit the online store at www.gvauniform.com.

In addition to Great Valley Academy, uniform apparel may be purchased from major retailers for your convenience.

Uniform top embroidery may be done at the following Great Valley Academy approved establishments:

- Margo's Logo – 3616 Morristown Rd. Modesto – (209) 571-3413
- J & J Printing – 129 W. Yosemite Ave. Manteca – (209) 239-9567

B. Student Safety

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to the Campus Principal or Vice Principal as soon as practicable.

C. Professional Boundaries: Staff/Student Interaction Policy

Adopted Board Policy 2019.47- April 2019

GVA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent excessive damage to property.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all GVA staff in conducting themselves in a manner that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

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

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct, harmful, or abusive.

Staff must understand their own responsibility for ensuring that they do not violate the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Violations could subject the employee to discipline up to and including termination. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

The following examples are not exhaustive lists:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Any type of inappropriate physical contact with a student. This includes but is not limited to; massages, lingering touches, squeezing, stroking of hair, touches to private body areas.
- (c) Intentionally being alone with a student away from the school.
- (d) Making or participating in sexually inappropriate comments, storytelling or jokes.
- (e) Seeking emotional involvement with a student for your benefit.
- (f) Becoming involved with a student such that a reasonable person may suspect inappropriate behavior.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any off school property or after-school activities.
- (b) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes.
- (c) Keeping the door open when alone with a student.
- (d) Keeping reasonable space between you and your students.
- (e) Stopping and correcting students if they cross your own personal boundaries.
- (f) Keeping parents informed when a significant issue develops about a student.
- (g) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (h) Involving your supervisor if conflict arises with the student or has the potential to become severe.
- (i) Making detailed notes about an incident that could evolve into a more serious situation later.
- (j) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (k) Recommend asking another staff member to be present if you will be alone with a student.
- (l) Pats on the back, high fives and handshakes are acceptable.
- (m) Hugs of an appropriate nature, often student initiated, that are quick, non-sexual, and side to side when possible. For the purpose of this policy, the term "hug" is defined as a quick and appropriate embrace between a staff member and student as form of admiration, respect and/or care. GVA's philosophy of Safe, Loved and Learning allows for safe interactions such as hugs in order to support students overall well-being and foster authentic adult interactions. Hugs should in no way be excessive, aggressive, lasting for a prolonged period of time.
- (n) Keeping your professional conduct a high priority.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; 3) engaging in a rescue or application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having violated the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to an Administrator promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student

behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. The Administrator will notify the Chief Executive Officer or designee promptly upon investigation.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or obtain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone immediately and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Please refer to GVA policy resolution 2019.046 for detailed reporting requirements.

Investigating

The Administrator will promptly investigate, document and report to the Chief Executive Officer or designee the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating Administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as reasonably as possible. The Chief Executive Officer or designee shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Chief Executive Officer or designee shall report to the Governing Board any conclusions reached. The Chief Executive Officer or designee shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who violate this policy will be subject to disciplinary action up to and including termination, and where appropriate, will be reported to authorities for potential legal action.

D. Confidential Information and Intellectual Property

Employees of the School may come into contact with confidential information, including but not limited to information about the School's staff, students, parents, suppliers, and finances. Employees are required to keep any such matters that may be disclosed to them or learned by them confidential. All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Furthermore, any such confidential information, obtained through employment with the School, must not be used by an employee for personal gain or to further an outside enterprise.

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must be acknowledged.

E. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situation that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her **immediate supervisor**, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

F. Outside Employment

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. The School will hold all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

G. Expense Reimbursements

In order to be eligible for reimbursement, employees must use the appropriate expenditure reimbursement form, a copy of which may be obtained from the Staff Intranet. In general, all expenses must be budgeted and been previously approved in writing by your immediate supervisor. All reimbursement forms must be complete, signed and submitted to Accounting Department. Receipts must be provided in detailed, original format. Receipts that are not detailed or in original format will require the authorization of the COO or CEO before reimbursement can be made and are at their sole discretion for approval.

V. Employee Benefits

A. Sick Leave, Personal Time Off (PTO), and Calendar Reduction Days

The School provides Sick Leave to all Temporary or On Call employees whom are eligible based on the guidelines pursuant to California's Paid Sick Leave Law (AB 1522).

The School provides Personal Time Off (PTO) benefits to eligible employees to enable them to take paid time off for rest, illness, and recreation. The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

Regular Part-time and, Full-time employees accrue PTO benefits on a pro rata basis. Temporary or On Call Employees do not accrue PTO benefits.

PTO accruals may not exceed twice an employee's current annual entitlement. Once this maximum is reached, all further accruals will cease until such time as PTO accrual falls below the maximum accrual. PTO accruals will recommence after the employee has taken PTO and his or her accrued hours have dropped below the maximum.

No employee will receive pay in lieu of vacation, except as required by law. Employees may not borrow against unearned PTO time.

No PTO accrues during any unpaid leave of absence or while on disability salary continuation. PTO accruals recommence when the employee returns to work.

Upon termination of employment, the employee is paid all accrued, unused PTO at the employee's base rate of pay at the time of his or her termination.

All PTO (when used for recreation) and Calendar Reduction Day usage must be approved in advance by your immediate supervisor.

Sick Leave, PTO, and Calendar Reduction Day accrual schedules are assigned based on the job specific categories defined in the following table.

Classification	Job definitions
Temporary or On Call Staff	Credentialed Substitutes, Classified On Call and Temporary Staff
Instructional Staff	Credentialed and Non Credentialed Teachers
Instructional Support Staff	Instructional Aides, GVS Aides, all other hourly positions that follow the academic calendar.
Kids Care Classified	Kids Care Staff, Kids Care Director
Year Round Classified	Office, Administrative Support, Maintenance and District Multi-Campus Staff

All **Temporary or On Call Staff** accrue Sick Leave based on the following schedule:

Temporary or On Call Staff	
30 days after date of hire	24 hours annually available first day following 30 90 days of employment.

Temporary or On Call Staff are responsible to report usage of Sick Leave through the Paychex system.

Sick Leave balances do not rollover into new school years.

All **Instructional Staff** (excluding Temporary or On Call) accrue PTO based on the following schedule:

Instructional Staff PTO Schedule	
Date of hire to end of School Year	80 hours annually available first day of employment. Prorated if less than 1 FTE status.

Teachers are responsible to report usage of PTO within the Paychex system. PTO may be used in increments no less than 2 hours.

Credentialed and Non Credentialed Teachers will be paid for unused amounts in the last pay period of the school year. Teacher PTO balances do not rollover into new school years.

Teachers who take time off above the 80 hour PTO limit will be docked at their Annual Daily Pay Rate in the pay period that the absence occurs.

GVA will provide a substitute for full or half days only.

All **Instructional Support Staff** (excluding Temporary or On Call) accrue PTO based on the following schedule.

Instructional Support Staff PTO Accrual Schedule	
Date of hire and thereafter	Up to 80 hours annually accrued at .036861 .03846 per hour worked

PTO requests are required to be submitted through the Paychex system.

Instructional aides and GVS Aides and all other hourly positions that follow the academic calendar, have the option to request PTO hours available to be paid in months that include school breaks (i.e. spring, fall, winter and summer breaks). These requests shall be submitted through the Paychex system. Request must indicate month in which to include the hours.

All **Kids Care Classified Staff** (excluding Temporary or On Call) accrue PTO based on the following schedule:

Kids Care Classified PTO Accrual Schedule	
<u>Years of Continuous Service</u>	<u>PTO Accrual</u>
Date of hire through fifth year	Up to 80 hours annually, accrued at 6.67 hours per month for Salary Employees and at 036861 .03846 per hour worked for Hourly Employees.
Sixth year through Tenth year	Up to 120 hours annually, accrued at 10 hours per month for Salary Employees and at .057692 per hour worked for Hourly Employees.
Eleventh year and thereafter	Up to 160 hours annually, accrued at 13.33 hours per month for Salary Employees and at .07692 per hour worked for Hourly Employees.

PTO requests are required to be submitted through the Paychex system.

All **Year Round Classified Staff** accrue PTO and Calendar Reduction Days based on the following schedule:

Year Round Classified PTO Accrual Schedule
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Date of hire and thereafter	Up to 80 hours annually, accrued at 6.67 hours per month for Salary Employees and at 0.36861 .03846 per hour worked for Hourly Employees.
Year Round Calendar Reduction Accrual Schedule	
<u>Years of Continuous Service</u>	<u>Calendar Reduction Days</u>
Date of hire through two years of service	5 days of reduction in annual work days. Prorated on two year anniversary date for time remaining in current school year.
Three years through five years of service	10 days of reduction in annual work days. Prorated on three five year anniversary date for time remaining in current school year.
Six years plus of service	15 days of reduction in annual work days. Prorated on six year anniversary date for time remaining in current school year.

Reduction Days are to be taken during school breaks, and should not result in office closure. Adequate department coverage is required. Unless otherwise approved by the **Chief Executive Officer or Chief Operating Officer**. Reduction requests are required to be submitted through the Paychex system. Reduction Days do not rollover to new school year. All Reduction day requests must be approved in advance by your immediate supervisor.

PTO and Calendar Reduction Day requests are required to be submitted through the Paychex system.

B. Insurance and Retirement Benefits

1. Health Insurance

All Great Valley Academy (GVA) employees who consistently work 30 hours or more per week are eligible for health insurance benefits in accordance with the school's health insurance plan as set forth in the Summary Plan Description ("SPD"). **Temporary/On-Call employees or Part-time employees who have been assigned additional hours on a temporary basis are not eligible for benefits.** There are various plans available and each plan has its own premium component. The employee's portion of monthly premiums will be deducted from the employee's paycheck. As mandated by federal and state law, employees on a leave of absence retain existing health coverage and are responsible for paying their portion of premiums for such coverage. Failure to make a timely request and pay for such coverage will result in the loss of coverage.

GVA recognizes that employees who reach the age of 65 may choose to enroll in the Federal Medicare insurance program thus not enrolling or dis-enrolling in the GVA sponsored medical plan. In addition to the Federal Medicare insurance program, an employee 65 years of age or older may opt to enroll in a supplemental medical plan (i.e., Kaiser, Blue Shield, Aetna, etc.). Supplemental plans to Medicare may be more cost effective for the employee than the school sponsored plans. This policy does not require that a 65 or older employee enroll in Medicare or a supplemental plan.

When an employee chooses to enroll in Medicare with a supplemental plan, GVA will proceed as follows:

1. GVA will reimburse to the employee the total monthly cost of the premium for a supplemental plan (up to \$250 per month) that is from the same medical carrier that is currently offered to all other eligible employees (i.e., Kaiser).
2. GVA will not reimburse the Medicare premiums, co-pays, or other out-of-pocket medical expenses.
3. Employee must provide proof of enrollment and statement for the monthly premium upon enrollment in the supplemental plan and each August thereafter to coincide with GVA's general open enrollment period.
4. Reimbursement for medical premium will be processed on the employee payroll check and may be considered taxable income.
5. Employee must notify GVA immediately upon cancellation of plan or change in medical plan.
6. If an employee leaves GVA, the employee is responsible to reimburse GVA for any premium paid in advance.

This policy does not guarantee that Great Valley Academy will remain with any one medical benefit carrier, continue to sponsor medical benefits for employees, or provide continuous reimbursement for supplemental plans. All supplemental plan reimbursements will be reviewed by the Chief Executive Officer or designee for approval.

2. Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from the Payroll/Human Resource Department.

3. Family Leave Insurance

Employees covered by the California Disability Insurance program are also covered by the California Paid Family Leave Insurance program. Eligible employees are entitled to receive up to six weeks of wage replacement benefits when they suffer a wage loss for taking time off to care for a seriously ill child, spouse, parent or domestic partner or to bond with a new child within one year of birth or placement of the child in connection with foster care or adoption. Specific rules and regulations relating to the Family Leave Insurance are available from the California's Employment Development Department.

4. Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee. See below for a further description of making a claim for Workers' Compensation Insurance benefits.

5. Retirement Plan

All eligible classified employees may participate in an employer sponsored 401K plan. Eligible employees may participate in elective deferral contributions and receive plan stated matching contributions after the age of 21 and upon completing one year of eligible employment (at least 1,000 hours across 12 consecutive months of employment) with the School. Plan entry dates are January 1st and July 1st of each calendar year following the work anniversary date, i.e. an employee who completed one year of eligible employment in September may enroll in the 401k plan effective January 1st.

6. COBRA Benefits

When coverage under the School's medical and/or dental plans (as applicable) ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

GVA will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. GVA will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- GVA stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or

- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

C. Leaves of Absence

Under certain circumstances, the School may grant leaves of absence to employees. Employees must submit requests for leaves of absence in writing to Payroll/Human Resource Department as far in advance as is practicable. While on leave, employees should keep in contact with Payroll/Human Resource Department and must notify Payroll/Human Resource Department as soon as possible if the employee intends to return to work earlier than planned. If an employee's leave expires and fails to return to work without contacting Payroll/Human Resource Department, it will be presumed that the employee abandoned his/her position with the School and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.

This Handbook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact Payroll/Human Resource Department to request specific information relating to a particular leave policy.

While out on a leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the School's Payroll/Human Resource Department. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with the School, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

1. Family Care and Medical Leave/California Family Rights Act

The School complies with the federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require the School to permit each eligible employee to take up to 12 work weeks (or twenty-six (26) workweeks where indicated) of leave in any twelve (12) month period for the purposes enumerated below.

In a single 12-month period, FMLA also provides for a family member of a person on covered active duty in the Armed Forces or Reserves to take up to 12 work weeks of leave for any qualifying emergency arising out of the fact that a spouse, son, daughter or parent is on active duty in the Armed Forces or Reserves or up to 26 work weeks, less other FMLA leave taken, to care for an injured service member during rehabilitation as described below.

For ease of reference in this policy, all leave taken under both FMLA and CFRA will be referred to as "FMLA leave," except to the extent that leave under FMLA and CFRA do not overlap. It is also the policy of the School that it will not interfere with, restrain or deny any employee's rights provided by FMLA and CFRA. FMLA leave runs concurrently with Pregnancy Disability Leave, while CFRA leave does not.

Eligible Employees

Employees may be eligible for FMLA leave if they have:

- Been employed by the School for at least 12 months; and

- Worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave; and
- Work at a location in which the employer has at least 50 employees within 75 miles radius of the employee's work site (or 5+ employees for CFRA).

Reasons for Taking Leave

The 12 workweeks (or twenty-six (26) workweeks where indicated) FMLA leave allowance includes any time taken (with or without pay) for any of the following reasons:

- Care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
- For your own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- Care for a spouse, domestic partner, child or parent with a serious health condition or military service related injury (and grandparent, grandchild or sibling for CFRA). When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
- For a qualifying exigency arising out of the fact that your spouse, son, daughter or parent is on covered active duty status (or has been notified of an impending call or order to covered active duty) in the Regular Armed Forces or Reserves deployed, or for deployment, to a foreign country.

A "serious injury or illness" for a covered veteran means an injury or illness that was incurred or aggravated by the member in the line of duty on active duty in the Armed Forces and manifested itself before or after the member

became a veteran, and is: 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank or rating; or 2) a physical or mental condition for which the covered veteran has received a VA Service Related Disability Rating (VASRD) of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for caregiver leave; or 3) a physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service or would do so absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

A "qualifying exigency" is one or more of the following, as further defined in regulation: 1) short notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; 7) post-deployment activities; 8) parental care; 9) additional activities. The maximum amount of time an eligible employee may take for rest and recuperation qualifying exigency leave is a maximum of 15 calendar days.

An employee that takes leave may elect, or the School may require the employee, to substitute any of the employee's accrued PTO during this period or any other paid or unpaid time off negotiated with the School. If an employee takes leave because of the employee's own serious health condition, the employee may elect, or the School may require the employee, to substitute accrued PTO during the period of the leave.

Length of FMLA Leave

FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

- An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a

partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation, PTO, or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

- An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

Payment of premiums while on FMLA leave remains the same as if the employee were not on leave. Thus, the employee is required to pay any premium payments for him/herself and dependents during leave that would have been made if he/she were not on leave, while the School continues to pay the benefits at the same level as if the employee were not on leave. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee out on leave chooses not to return to work from a leave allowed by this policy after the expiry of the leave, the employee will be required to repay the School the premium amounts it paid during leave, unless the employee does not return to work because of circumstances beyond his/her control or because of recurrence, continuation or onset of a serious health condition. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave.

Medical Certifications

An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent exigent circumstances, failure to provide the required certification in a timely manner (within 15 days of the School’s request for certification) may result in denial of the leave request until such certification is provided.

The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.

If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit recertifications can result in termination of the leave.

Certification for Qualifying Exigency

The first time an employee requests leave because of a qualifying exigency arising out of the covered active duty or call to covered active duty status (or notification of an impending call or order to covered active duty) of a covered service member, an employer may require the employee to provide a copy of the military member's active duty orders or other documentation issued by the military which indicates that the military member is on covered active duty or call to covered active duty service. This information need only be provided to the employer once.

The School may require that leave for any qualifying exigency be supported by a certification from the employee that sets forth the following information: 1) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested; 2) the approximate date on which the qualifying exigency commenced or will commence; 3) if the request is for a single, continuous period of time, the beginning and end dates for such absence; 4) if the request is for an intermittent or reduced schedule basis, an estimate of the frequency and duration of the qualifying exigency; 5) if the request involves meeting with a third party, appropriate contact information for the individual or entity with whom the employee is meeting (such as name, title, organization, address, telephone number, fax number and email address) and a brief description of the purpose of the meeting; and 6) if the request involves rest and recuperation leave, a copy of the military member's rest and recuperation orders, or other documentation issued by the military which indicates that the military member has been granted rest and recuperation leave, and the dates of the military member's rest and recuperation leave. The School may provide the employee with a form that will meet these certification requirements.

Procedures for Requesting and Scheduling FMLA Leave

An employee should request FMLA leave by completing a Request for Leave form (available from Payroll/Human Resource Department) and submitting it to Payroll/Human Resource Department. An employee asking for a Request for Leave form will receive a copy of the School's then-current FMLA leave policy.

Employees should provide not less than thirty (30) days notice for foreseeable childbirth, placement or any planned medical treatment for the employee or his/her spouse, child or parent. Failure to provide such notice is grounds for denial of a leave request, except in situations where the need for FMLA leave is an emergency or otherwise unforeseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he/she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position. The School will respond to a FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to School operations) is entitled to the same or comparable position that is virtually identical to the employee's original position in terms of pay, benefits and working conditions, including privileges, perquisites and status, unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

GVA may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4)-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- a. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- b. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship

for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation or PTO time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, PTO, or sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation, PTO, and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

GVA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. GVA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

- a. The employee fails to return from leave after the designated leave period expires.
- b. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

- a. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- b. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

- a. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - i. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - ii. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- b. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- c. In accordance with GVA policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

- d. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

2. Medical or Personal Leave of Absence

At the discretion of Payroll/Human Resource Department, an unpaid medical leave of absence or **personal leave of absence (where the employee opted out of FMLA/CFRA protection)** may be granted to employees who are not eligible for other leaves. Ask Payroll/Human Resource Department for information on medical **or personal** leaves of absence, and any implications unpaid medical **or personal** leave may have on your eligibility for employee benefits, including medical benefit plan coverage. Leave time will be for a set period of time. **Employees on unpaid leave are made no guarantee to return to their exact position when their leave has concluded.**

3. Catastrophic Injury or Illness Leave Policy

The purpose of this policy is to permit an employee of Great Valley Academy ("GVA") to contribute a portion of his or her accrued paid time off (PTO) to other employees (via a pooling ("bank") of donated PTO) when another employee has suffered a catastrophic illness or injury requiring absence from work for a prolonged period of time.

"Catastrophic injury or illness" is defined as a life-threatening injury or illness of an employee or the employee's minor child which totally incapacitates the employee from work, as verified by a licensed physician, and forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods, may be considered catastrophic. Conditions that are short-term in nature, including but not limited to common illnesses (influenza, measles, etc.) and common injuries (back pain, broken limb, sprained ankle, etc.) are generally not catastrophic.

An employee who requests catastrophic leave donations must personally (or the employee's minor child must) be suffering from a catastrophic illness or injury that has resulted in, or is anticipated to result in, the exhaustion of all of his/her accrued paid leave, including but not limited to paid time off and vacation time. Employees are not eligible to receive leave donations in order to care for others with the exception of the employee's minor child.

Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

Recipient Eligibility

An employee is only eligible to receive leave donations under this policy if he/she is a regular, full-time employee (30 or more hours per week) who has been in an active work status for GVA for at least 18 months (1.5

consecutive years. Legally protected leaves of absence pursuant to the Family Medical Leave Act (“FMLA”), Americans with Disabilities Act (“ADA”), Fair Employment and Housing Act (“FEHA”), Pregnancy Disability Leave (“PDL”), California Family Rights Act (“CFRA”), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

No employee may request to receive catastrophic leave more than one (1) time within a thirty-six (36) month period.

Donor Eligibility

An employee is only eligible to donate leave under this policy if he/she is a regular, full-time employee (30 or more hours per week) who has been in an active work status for GVA for at least 18 months (1.5) consecutive years. Legally protected leaves of absence pursuant to the Family Medical Leave Act (“FMLA”), Americans with Disabilities Act (“ADA”), Fair Employment and Housing Act (“FEHA”), Pregnancy Disability Leave (“PDL”), California Family Rights Act (“CFRA”), or similar federal, state, or local law shall not be considered a break in service for the purposes of determining whether the employee has been in an active work status for the requisite amount of time.

Donating employees may contribute five (5) paid time off days per fiscal year to a paid time off bank for employees suffering a catastrophic illness or injury; however, each donating employee must retain at least five (5) paid time off days for his/her own account. Only accrued, unused paid time off may be donated.

Process of Requesting Catastrophic Leave

1. Catastrophic leave requests must be submitted in writing to GVA and include a medical certification of the catastrophic injury or illness.
2. Upon receiving the catastrophic leave request, the Chief Executive Officer (“CEO”) or designee shall determine:
 - That the employee is unable to work due to the employee’s or employee’s minor child’s catastrophic illness or injury; and
 - That the employee has exhausted all accrued paid leave credits.
3. When the above verification and determinations are made, the CEO or designee may approve the transfer of paid time off credits. There is no right to receive catastrophic leave. The CEO or designee may in his/her unreviewable discretion decline an employee’s request for catastrophic leave benefits for any reason.
4. If the recipient employee’s request is granted, the CEO or designee shall inform employees of the means by which donations may be made in response to the employee’s request. Eligible employees may donate accrued paid time off credits to the requesting employee at a minimum of one (1) day, prorated per donating employee work day, and in hour increments thereafter. All transfers of eligible leave credit shall be irrevocable.

5. Donating employees shall remain anonymous. GVA will not identify the donor publically or to the recipient employee, but some employees may need to be made aware of the donation in order to process and administer the donation.
6. An employee who receives paid leave pursuant to this program shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program. No employee shall receive more than forty (40) donated paid time off days.
7. If the employee is also receiving State Disability Insurance (“SDI”) or Paid Family Leave (“PFL”) benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of SDI or PFL benefits the employee is receiving, shall not exceed the employee’s total weekly salary.

The employee who is recipient of the donated leave credits shall use those credits in compliance with their approved application for catastrophic leave.

4. Time Off for Organ/Bone Marrow Donation Leave

Employees are given up to 30 business days paid leave of absence in any one year period for the purpose of donating an organ to another person and a 5 business day paid leave of absence in any one year period for the purpose of donating bone marrow to another person. The year period is calculated from the date the employee’s leave begins and consists of 12 consecutive months. The leave may be taken in one or more periods. These leaves will not run concurrently with CFRA or FMLA leave.

If the donating employee has any accrued, unused sick or personal days, the employee is required to use up to five of these days for bone marrow donations and up to 10 of these days for organ donations. The School will maintain and pay for health care coverage for the full duration of the leave as if the employee were still at work; the employee will be required to pay their share of premiums, as if they were still at work.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time, but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ or bone marrow donation leave.

The employee shall provide verification to the School that he or she is an organ or bone marrow donor and that there is a medical necessity for the leave. The employee shall notify Human Resources as far in advance of the leave as is practicable.

5. Funeral/Bereavement Leave

Employees will be allowed up to three (3) paid **consecutive** working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee’s immediate family member includes a current spouse, parent, step parent, legal guardian, sibling, child, current grandparent-, parent-, sister-, or brother-in-law, grandparent, grandchild, or domestic partner.

If any employee requires more than three (3) days off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued PTO time, which may be granted in the discretion of the School.

6. Military Leave of Absence

The school provides unpaid military leaves of absence to employees who serve in the uniformed services as required by the Uniformed Services Employment and Reemployment Rights Act of 1994 and applicable state laws. Leave is available for active duty, active duty for training, initial active duty for training, inactive duty training, full-time National Guard duty and for examinations to determine fitness for any such duty. Total military leave time taken may not exceed five years during employment, except in special circumstances.

Advance notice of leave is required. Please inform your immediate supervisor of anticipated military leave time as far in advance as possible. While the use of PTO time to cover the leave is not required, accrued PTO will be paid during military leave, unless otherwise requested by the employee to be unpaid. Health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by employee. As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment. For salary exempt employees, military leave time taken as a partial week will be compensated the employee's regular salary less any pay received from the military for the partial time off requested. Documentation outlining the military pay received must be provided by the employee no later than one week upon return from service.

Upon a return from military leave up to five years, an employee is entitled to reemployment within two weeks after the employee submits his/her reemployment application.

Eligible employees may be entitled to other leave rights related to military leave. Please contact Payroll/Human Resource Department to understand all leave rights that may be available to you.

Except for employees serving in the National Guard, GVA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

GVA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

7. Drug and Alcohol Rehabilitation Leave

The school will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The

School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact Payroll/Human Resource Department. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use PTO time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

8. Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be unpaid for time off and required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact Payroll/Human Resource Department. The School will take all reasonable steps to safeguard the employee's privacy. Nonexempt employees may use accrued PTO if available to make up for the work that is missed to attend literacy classes.

9. School Appearance and Child's School Activities

As required by law, GVA will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of GVA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee may use accrued but unused paid leave (e.g., PTO) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

10. Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service. Please notify your immediate supervisor of your commitment to act as election official as far in advance as possible.

11. Time Off for Jury and Witness Duty

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay

for up to three (3) days if you are called to serve on a jury or grand jury if the employee provides reasonable advance notice. Submission of a copy of Jury Summons is required. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify your immediate supervisor and Payroll/Human Resource Department of your commitment to serve on a jury or as a witness as far in advance as possible.

12. Victims of Abuse Leave

GVA provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide GVA with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should GVA one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, GVA will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the CEO or designee.

13. Time Off for Victims of Crime

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given unpaid time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify your immediate supervisor and Payroll/Human Resource Department of your need for time off as far in advance as possible. As applicable, an employee may use accrued paid leave for crime victim leave purposes.

14. Time Off for Volunteer Firefighters

Employees who perform duties as a volunteer firefighter are entitled to an unpaid temporary leave of absence not to exceed an aggregate of 14 days per calendar year for the purpose of engaging in fire or law enforcement training. Employees must provide their immediate supervisor and Payroll/Human Resource Department with advanced notice of any training.

15. Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work. Please contact your immediate supervisor to request and schedule time off to vote.

16. Workers' Compensation Leave

GVA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Office Manager;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Office Manager; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. GVA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

17. Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Payroll/Human Resources Department thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult with the Payroll/Human Resources Department.

VI. Employment Evaluation and Separation

A. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their immediate supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance issues.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or retention of your job. Salary increases, promotions and job retention are solely within the discretion of the School and depend upon factors in addition to performance and budgetary constraints. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your immediate supervisor and that you are aware of its contents. The evaluation system in no way alters the employment at-will relationship.

B. Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

C. Voluntary Termination

Either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause. While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview will normally be scheduled on the last day of work with Payroll/Human Resource Department. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused PTO time, will be provided in accordance with state law.

D. References

All requests for references and employment verifications must be promptly directed to Payroll/Human Resource Department. When contacted for employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees may not provide any employment verifications for any other employees. Principals and Vice Principals may provide reference information only when using the GVA standard reference template.

VII. Acknowledgement of Handbook and At Will Employment

I acknowledge that I have received Great Valley Academy's Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- ☐ This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.
- ☐ The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- ☐ Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the Chief Executive Officer, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Chief Executive Officer or Chief Operating Officer has the authority to make any such agreement and then only in writing signed by the Chief Executive Officer.

ACKNOWLEDGEMENT OF 2021/22 EMPLOYEE HANDBOOK AND AT WILL EMPLOYMENT

Please sign and return to Human Resources.

I acknowledge that I have received Great Valley Academy's Employee Handbook. I have read the Handbook and understand the contents of the Handbook. I agree to abide by all of the School's policies.

I understand and agree to my at-will employment status as described in the Handbook, summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and the School.
- The School is an at-will employer. I am free to terminate the employment relationship with the School at any time; the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me for any or no reason at any time. Specifically, the School may modify all terms of employment including any policy or practice and/or my hours, wages, working conditions, job assignments, position title, compensation rates and benefits in its sole discretion.
- Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for me. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.

I understand that other than the Chief Executive Officer, no supervisor or representative of the School has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. I understand that only the Chief Executive Officer or Chief Operating Officer has the authority to make any such agreement and then only in writing signed by the Chief Executive Officer.

Employee's Name: _____

Employee's Signature: _____

Date: _____



2021-22 Student/Parent Handbook

Great Valley Academy (Modesto Campus)
3200 Tully Road
Modesto, CA 95350
Phone: 209-576-2283

www.greatvalleyacademy.com

Pending Board Approval – 6/14/2021

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Mission and Core Philosophy

Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner – visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled, and assessed.
- Highly-trained, motivated teachers are essential.
- Parental involvement and support is an essential element of a quality educational experience.

Great Valley Academy's inquiry-based curriculum will help students become self-motivated, competent, lifelong learners who are critical thinkers; demonstrating confidence and creativity. We believe that all students can achieve high standards even though they may enter Great Valley Academy with different strengths, abilities, and life experiences.

5 Pillars

1. Great Valley Smart (GVS)

GVA trains the brain, unlocking gifted learning through the utilization of visual strategies and purposeful movement.

2. Character Development

GVA equips students to become caring and responsible citizens through choice theory, character reflection, and assessment.

3. Climate: Safe, Loved, Learning

GVA nurtures a community where all are safe, loved, and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience through the demonstration of mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly-dedicated team through extensive and interactive hiring practice and continuous professional growth.

2021 - 2022 Student Calendar – Subject to Change

August	2-9	Staff Training Days
August	10	First Day of School
September	6	Labor Day – No School
September	TBD	Kindergarten Extension Begins
September	17	Teacher In-Service – No School
October	11-15	Fall Break – No School
November	11	Veterans Day – No School
November	24-26	Thanksgiving Vacation – No School
December	20-31	Winter Vacation – No School
January	3	Winter Vacation – No School
January	17	Martin Luther King's Birthday – No School
February	14	Teacher In-Service – No School
February	21	Presidents' Day – No School
March	21-25	Spring Break – No School
April	15	Spring Holiday – No School
May	6	Teacher In-Service – No School
May	30	Memorial Day – No School
June	3	Last Day of School

School Hours

Monday – Thursday (Morning Start Times)

<u>Grade Level</u>	<u>Start Time</u>
Kindergarten AM	8:05am
1 st – 8 th	8:15am
Kindergarten PM	11:50am

Monday – Thursday (Ending Times)

<u>Grade Level</u>	<u>End Time</u>
Kindergarten AM	11:30am
Kindergarten PM, 1 st – 3 rd	3:10pm
4 th – 8 th	3:20pm

Friday (Morning Start and Ending Times)

<u>Grade Level</u>	<u>Start and End Times</u>
Kindergarten	8:05am – 11:40am
1 st – 3 rd	8:15am – 11:40am
4 th – 8 th	8:15am – 11:50am

Student Wellness

We are committed to the optimal development for every student. The school wellness policy outlines GVA's approach to ensuring supportive environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The GVA wellness policy can be found in the main campus office or on the home page of our website at www.greatvalleyacademy.com.

Breakfast

Students may purchase breakfast through our food service program. Breakfast is served during morning recess. GVA contracts with Revolution Foods for healthy options for your child. To enroll in our breakfast program, please refer to the beginning of the year email, visit the front office and speak with the office manager, or go to www.greatvalleyacademy.com.

Lunch

Students will eat in their classroom, family-style, with their teachers. Teachers use this time to chat with students, teach good table manners, conduct conferences with students, as well as eat. **Parents are invited and encouraged to join their child for lunch.**

Students may either bring a lunch from home, or they may purchase a lunch through our lunch program. **Students will not have access to a microwave.** GVA contracts with Revolution Foods for healthy options for your child. To enroll in our lunch program, please refer to the beginning of the year email, visit the front office and speak with the office manager, or go to www.greatvalleyacademy.com.

Students who forget their lunch may call home to have a lunch brought to the office. The office is not responsible for lunches not picked up by the student. Meal delivery services (i.e. Grub Hub, Door Dash) should not be used to bring your student lunch. GVA desires that all students receive a lunch, if you are unable to deliver a lunch, please make sure your student has checked with Food Services regarding the availability of a lunch.

Free and Reduced-price qualifying students must apply each year and receive notification from the Great Valley Academy Food Services program. Information can be found at <https://www.greatvalleyacademy.com/pages/foodservices.html>.

Snacks

Students in grades 1st-8th will have a snack in the morning and afternoon. We ask **parents to provide** their child with **two healthy snacks each day**. AM/PM Kindergarten students need to also have a snack. If you have a PM Kindergartner please make sure they have lunch before coming to school.

Water Bottles

We encourage students to drink water throughout the day by keeping reusable water bottles with them at all times while they are in school. GVA has refilling stations on campus to reduce plastic waste.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

- Allow students and staff to focus on learning.
- Improve the safety and security of the school.
- Improve behavior and discipline in the school.
- Help develop a sense of unity.
- Ensure that appropriate clothing will be worn to school.
- Emphasize the individuality of each child.

Required Uniform - K-6 Grades

Bottoms

- Black or khaki color school uniform straight pants/shorts and cargo pants/shorts for boys and girls.
- Black or khaki color school uniform capris and skirts, skorts and jumpers for girls; must be no more than two inches above the knee when standing.
- Bottoms must be plain material without designs or patterns. **No decorative holes, rips or tears.** Jean, denim, **yoga**, sweat pant styles are not allowed.
- Leggings/**tights** may only be worn under uniform skirts, skorts, shorts and jumpers and must be solid white, black, grey or navy.
- **Visible socks must be solid white, black, grey or navy.**
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid dark green, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with green or maroon embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.
- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or dark green.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy sponsored sweatshirts and jackets may be worn inside.
- All non-navy and non-sponsored sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform - 7th & 8th Grades

Bottoms

- Black or khaki color school uniform straight pants/shorts and cargo pants/shorts for boys and girls.
- Black or khaki color school uniform capris and skirts, skorts and jumpers for girls must be no more than two inches above the knee when standing.
- Bottoms must be plain material without designs or patterns. **No decorative holes, rips or tears.** Jean, denim, **yoga**, sweat pant styles are not allowed.
- Leggings/**tights** may only be worn under uniform skirts, skorts, shorts and jumpers must be solid white, black, grey or navy.
- **Visible socks must be solid white, black, grey or navy.**
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid maroon, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with maroon or green embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.
- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or maroon.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy spirit sweatshirts and jackets may be worn inside.

- All non-navy and non-spirit sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform – All Students

Friday Spirit Days

- Every Friday students may wear school spirit shirts that include but are not limited to jog-a-thon, athletics, Kids Care, grade level designs, performing arts, music, etc.
- Periodically each campus will announce dress-up or special spirit days. Details for these days will be outlined in campus newsletters and/or announcements.

Shoes

- Athletic shoes must be worn at all times. Students will be involved in fitness/movement activities throughout the day.
- No sandals, flip-flops, wedged tennis shoes, shoes with heels or wheels, slip-on shoes or boots. Rain boots are permitted on rainy days only but athletic shoes must be brought to put on once inside.



Head Coverings

- Hats, beanies and other head coverings may be worn outside only and in a practical manner as to block eyes from the sun or to keep warm.
- Head coverings worn for religious reasons are allowed.

Appearance/Accessories/Hair

Please keep in mind the intent of the uniform policy is for students to have a simple, professional and unified appearance – both in clothing and personal appearance. The focus at GVA is on learning. Our ultimate guide for clothing and appearance is to be sure it does not distract from learning. We are preparing students for professional careers and professional appearance is important.

- Excessive and/or extreme jewelry, such as chains or spikes, are not allowed.
- No visible body piercings, other than earrings, are allowed.
- Extreme and/or excessive make-up is not allowed.
- Visible tattoos are not allowed.
- Great Valley Academy does not have a hair length requirement but it is important that students are able to make eye contact, so hair must not cover the eyes.
- ~~Only naturally occurring hair colors are permissible.~~
- Clothing should be free of rips and tears or reasonably mended.
- Clothing should be kept clean without excessive stains and discoloration.

Purchasing Uniforms

You may purchase uniforms directly from Great Valley Academy. Visit the online store at www.gvauniform.com.

In addition to Great Valley Academy, uniform apparel may be purchased from major retailers for convenience.

Uniform top embroidery may be done at the following Great Valley Academy approved establishments:

- Margo's Logo – 3616 Morristown Rd. Modesto – (209) 571-3413
- J & J Printing – 129 W. Yosemite Ave. Manteca – (209) 239-9567

Uniform Policy Enforcement

1st incident: Classroom teacher informs parents that their child is out of uniform. Parent reviews the policy and agrees to correct uniform issue the next day.

2nd incident: Classroom teacher sends the child to the office. The office staff contacts parent to bring appropriate clothing right away. Student returns to class until their parent arrives.

3rd incident: Classroom teacher contacts administration. Administration contacts parents, reviews the policy and parents bring clothing immediately. Administration will offer any reasonable assistance necessary to ensure the student adheres to the school uniform policy.

GREAT VALLEY ACADEMY ATTENDANCE POLICY POLICY NO. [Attend082015]

Please call, text or email our office at (209) 213-2333 or modesto.attendance@greatvalleyacademy.com by 8:15am on the day of the absence, tardy or if the student will be leaving early. Please leave a voicemail if you call after school hours. Please provide us your child's name, teacher and reason for absence. Absences must be reported within 5 days of the absence to avoid being considered truant.

It is the intent of the governing Board of the Great Valley Academy ("Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court
2. Attendance at a naturalization ceremony
3. Attendance at a funeral
4. Observation of a holiday or ceremony of his/her religion
5. Attendance at religious retreats for no more than four hours during a trimester

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian

or parent representative. The employee shall subsequently record the following:

- a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
- a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or if the student is tardy or picked up early for any length of time during the school day without a valid excuse on five occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee. Adopted/Ratified: [September 28, 2015] Revision Date: 3

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be dis-enrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive

a letter indicating the student will be dis-enrolled after the fifth day of school if the student has not attended school without valid excuse.

3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be dis-enrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Charter School and the disenrollment.

Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or three (3) over 30 minute unexcused tardies in a school year, the parent/guardian will receive "Truancy Letter #1" from the school. This letter must be signed by the parent/guardian and returned to the school. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences including unexcused tardies, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences including unexcused tardies, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and may be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Principal, and other staff members as deemed necessary. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Student retention
 - ii. Required school counseling
 - iii. Loss of field trip privileges
 - iv. Loss of school event privileges
 - v. Required remediation plan as set by the SART
 - vi. Notification to the District Attorney
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise

respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily dis-enrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily dis-enrolled from the Charter School. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to dis-enroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to dis-enroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Coming Late or Leaving School Early

When a child comes to school late or leaves early, it puts the child in a poor position to learn and sets a bad example for the entire class. It is important to arrive at school on time and stay until dismissal to maximize learning potential, develop positive work ethic, and show respect for all other students.

If your child arrives late to school, you must check in at the office to sign your student(s) in prior to your child going to his/her classroom in order to receive the appropriate pass. You will be issued a C.A.R.E. Package Pass (Child Admission for Road to Education) for your child to give to his/her teacher.

Because of our concern for the safety of our students, no student is to leave the school grounds at any time without permission from the office. **Parents must check in at the school office** when picking up their child

before dismissal. You will be issued a B.Y.E. Pass (Bridge to Your Home Environment) to present to your child's teacher for early dismissal.

The following guidelines will apply:

- Leaving early will be determined excused or unexcused by the same criteria used for attendance.
- Children will be released only to the people listed on the emergency card.
- Written permission from parent/guardian will be required for children to be released to someone not on the emergency card.
- The person to whom the child is to be released will be required to sign a log in the school office indicating time of the release.
- Identification will be required if the person is not known to the office staff.
- Teachers may release a child to an adult only after receiving notification from the principal or secretary.
- No child will be permitted to leave school alone during school hours.
- A parent/guardian or authorized adult must pick up the child inside the school.

Students are transported to and from school by parents or carpool drivers.

Morning Drop-off Times

- **K-8 7:55 AM – 8:15 AM**

After 8:05 your Kindergarten AM child is tardy.

After 8:15 your 1st-8th grade child is tardy.

After 11:50 your Kindergarten PM child is tardy.

Please sign them in at the front office.

Kids Care is available as early as 7:00 AM for a fee for those that need to be dropped off prior to drop off times.

Independent Study

If you know your student is not going to be at school at least three days due to family vacation, religious instruction or extended illness, you may request an independent study packet from your teacher for your child.

All requests for independent study **MUST** go through the teacher and **need to be at least two weeks** (if possible) **in advance** of their absence. If the teacher has concerns granting the independent study for a particular student, the teacher will forward the request to administration for review and determination. This allotted time is needed to collect work and make sure all paperwork is signed properly. Independent study is a way for your student to stay up to date with their classroom work while being absent from school. It also helps our school maintain our Average Daily Attendance. Initial independent study requests will not be granted for more than 30 school days. Subsequent requests will require meeting with the school administration to determine longer term needs of the student.

Distance Learning

Great Valley Academy – Board Policy No. 2020.054

This Policy sets forth the distance learning guidelines for students and parents/guardians while students are engaging in distance learning at Great Valley Academy ("GVA").

"Distance learning" means instruction in which the student and instructor are in different locations. This may include interacting with a student through the use of computer and/or other communications technology for the delivery of instruction, check in or other communications between student, teacher and other employees. Distance learning may include video or audio instruction in which the primary mode of communication between

the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The GVA distance learning program will provide its students with educational opportunities and continuity to the greatest extent practicable during times when distance learning is offered. To achieve this goal, GVA requires students and their parents/guardians to adhere to the following guidelines at all times while students are engaging in distance learning:

STUDENT GRADING AND ENGAGEMENT

Student grading and engagement requirements will be required when the distance learning model is offered by Great Valley Academy. The use of distance learning as an alternative form to traditional classroom learning may be engaged if the school must close for unforeseen reasons or when the option is offered by Great Valley Academy.

STUDENT BEHAVIOR AND PARENT SUPERVISION EXPECTATIONS

1. **STUDENT SUPERVISION:** Students are under the supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning instruction or school-related activities. GVA is not responsible for the supervision or control of any student while the student is participating in distance learning instruction or school-related activities. A parent/guardian or a responsible adult caregiver should attend one on one virtual meetings between GVA instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that GVA may interact with them and share confidential student information with them as necessary to provide student with the educational opportunities contemplated by this Policy.

2. **STUDENT WORK AREAS:** To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or GVA policy, and capable of supervision at all times by a parent/guardian or responsible adult caregiver.
 - a. Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning instruction or school-related activity.
 - b. Please keep all pets, siblings not engaging in learning, or personal electronic devices and food away from the student work area.
 - c. Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
3. **STUDENT DRESS CODE:** Students must be dressed in clothes that are appropriate at all times during distance learning instruction and other virtual school-related activities that occur over video.
4. **STUDENT PREPARATION FOR LEARNING:** Students should be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Students are not permitted to eat during these scheduled school-related activities as it disrupts the student, the teacher and the other students participating in the activity.
5. **ABSENCES:** If the student will be unable to participate in any school-related activity for any reason, please contact the teacher or other GVA personnel member with whom the student was scheduled to meet as soon as possible.

6. **STUDENT LOG IN/ PARENT TECHNICAL SUPPORT:** Students will be provided with personal login credentials for online/virtual distance learning instruction, meetings and school-related activities for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact your teacher through Parent Square as soon as possible.

7. **PARENT ENGAGEMENT IN INSTRUCTION:** Parents/guardians and responsible adult caregivers should try not interfere, disrupt or directly participate in virtual distance learning lessons unless requested by the teacher. GVA distance learning instruction and other online or virtual school-related activities are intended for GVA student and personnel use. Teachers may communicate with Student on Student's cell phone unless parent/guardian or responsible adult directs a different form of communication.

8. **CONFIDENTIALITY:** There is no expectation of privacy in virtual classrooms. When logging in to any virtual learning activities, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.

a. Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's virtual or online instruction or school-related activities.

b. Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning instruction or other virtual, online or telephonic school-related activities without express written permission from GVA.

c. GVA may record virtual classes or other group distance learning activities for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.

d. If a student is receiving virtual, online or telephonic counseling services from a GVA employee or contractor, no other individual, including but not limited to parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.

e. The identity of all students participating in any small group counseling session with a GVA employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.

f. Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.

9. **TECHNOLOGY POLICY:** Students, parent/guardians and responsible adult caregivers must comply with the GVA Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.

a. GVA technology and equipment includes but is not limited to GVA electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. GVA technology and equipment may only be used for educational purposes in accordance with the GVA Student Technology Policy and Acceptable Use Agreement.

b. Students and parents/guardians acknowledge that GVA technology and equipment are owned by GVA. By logging into or accessing GVA technology or equipment, users acknowledge that they have no expectation of privacy in the use of GVA technology or equipment, even if such

technology is used on a personal device. GVA reserves the right to access communications, files, and other data stored on or sent over GVA technology or equipment.

- c. Technological resources provided by GVA must be used in a safe, responsible, appropriate, and legal manner in accordance with GVA policies and in support of its instructional program for the advancement of student learning.
- d. Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.
- e. Students must not access GVA online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

10. APPLICATION OF DISCIPLINARY RULES/POLICIES: All other GVA rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion.

- a. Any student who believes they have been subject to misconduct prohibited by the GVA Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to their campus Vice Principal.

This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by GVA. By engaging in distance learning, Students and Parents are acknowledging and agreeing to the content herein.

GVA Parking Lot Procedures

Tully Road Drop Off (Opens at 7:55 AM – Closes at 8:15 AM)

1. Please wait for Parking Lot Supervisors to safely open your car door and escort your child/children out of the car.
2. Please remember **ONLY RIGHT TURNS** allowed when exiting the Tully Road Parking Lot (for safety reasons – **NO LEFT TURNS**)
3. **NO Parking in ANY Red Tow Away Zones.** These are **Fire Lanes** and we would not want any of our GVA parents to get a **costly ticket**.

Woodrow Road Drop Off (Opens at 7:55 AM - Closes at 8:15 AM)

1. Cars will pull in through the Woodrow parking entrance all the way around the outside lane to the first cone near the back gate.
2. Please wait for Parking Lot Supervisors to safely open your car door and escort your child/children out of the car.
3. Please remember **ONLY RIGHT TURNS** allowed when exiting the Tully Road Parking Lot (for safety reasons – **NO LEFT TURNS**)
4. **NO Parking in ANY Red Tow Away Zones.** These are **Fire Lanes** and we would not want any of our GVA parents to get a **costly ticket**.
5. If you would like to park and walk your child to class you may use the far, east parking area of the parking lot. Children **must** be escorted by an adult while in the parking lot.
6. **No Parking** in the business parking lot across from GVA.
7. For safety reasons there is absolutely **no entering the parking lot through the exit!**

Afternoon Pick-up

Sibling Pick-up

Kindergarten students with older siblings will be picked up by a teacher and escorted to the foyer of the auditorium where Sibling Pick-Up is located. All other students in grades 1-8 that have older siblings will be released from their teacher a few minutes early to walk over to Sibling Pick-Up. Older siblings are responsible for picking up their younger siblings and taking them back to the oldest siblings' pick-up location.

Tully Road Parking Lot Pick-Up (Opens at 3:05 PM)

- Families with students in **4th, 5th, 6th, 7th and 8th** grade will use **both lanes** of the parking lot. They will drive all the way around and stop right before exiting the parking lot.
- **Please make sure to have your student's sign in the windshield of your car before you pull into the parking lot to pick up your child.** Student sign should say, teachers' last name, students first and last name.
- Students in **4th-8th Grade are picked up at 3:20 PM**
- **Siblings will be picked up** from their **older siblings designated position** and **at their older sibling's time**.
- Please remember **ONLY RIGHT TURNS** allowed when exiting the Tully Road Parking Lot (for safety reasons – **NO LEFT TURNS**)
- If you park outside the Tully Road parking lot, please **DO NOT enter** the parking lot through the exit (large open gate). For safety reasons, please use the little side gate and stay on the sidewalk.

Woodrow Road Parking Lot Pick-Up

- Cars will pull in through the Woodrow parking entrance all the way around the outside lane to the first white cone near the back gate.
- Cars will wait while Parking Lot Supervisors collect their child/children and make sure they are safely placed into their vehicle before exiting the parking lot.
- Cars ready to exit the parking lot will merge to the left and follow the curve around to the exit. Please remember **ONLY RIGHT TURNS** allowed when exiting the Woodrow Road Parking Lot (for safety reasons – **NO LEFT TURNS**)
- Students in 1st, 2nd, and 3rd Grade will be picked up from their designated position along the back side of the round building where their teachers will be located.
- Students in **1st-3rd Grade are picked up at 3:10 PM**
- **No Parking** in the business parking lot across from GVA.
- If you would like to park and pick-up your child you may use the far, east parking area of the parking lot. Children **must** be escorted by an adult while in the parking lot.
- **No parking** in **RED zones**. These are tow away zones.

At any time, GVA can contact appropriate law enforcement agencies and/or child protective services for a child who is left unattended by a parent/guardian.

Inappropriate behavior or driving may lead to revocation of a parent's right to utilize school premises for drop off/pickup.

Students dropped-off prior to school gates opening or after designated pick-up times will be directed to Kids' Care. Parents/Guardians will be charged according to the standard drop-in rates.

Classroom Celebrations and Activities

Celebrations will occur at various times and for various reasons throughout the year. Please check ParentSquare or with your student's teacher for information. When celebrating specific holidays, Great Valley Academy will attempt to respect the beliefs of all families. Please contact your child's classroom teacher if you would like to share information regarding your family's beliefs. **Birthdays** - Please contact your child's teacher regarding birthday celebrations.

Emergency Contacts/Registration Card

If your child is injured or becomes ill at school, we will make every effort to contact you. Please be sure that your emergency contact information on your Student Registration Card is filled out completely and accurately. Also make sure that it is on file in the school office so we may reach you at home or work. The registration card should also list the names and numbers of at least two people we can call if we are unable to contact you. Please be sure that the people you list as emergency contacts are aware of this and are willing and able to take responsibility for your child. **Please update the information as any changes occur.**

Illness

To protect the health of your child and other students, we expect children to be picked up from school if they have a **fever of 100.4 or above, rash, head lice, or similar communicable symptoms**. Please notify the school if your child has been diagnosed with a communicable disease, and keep the student home until fully recovered. A student should be fever free and not vomited for 24 hours before returning to school.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and two (2) doses of Varicella.

A copy of Great Valley Academy's full Immunization Policy is available in the School Office.

Medication

GVA staff is responsible for overseeing the administration of medication to students attending GVA during regular school hours, including before or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is

imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day medication prescribed for him or her by a physician or surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if GVA receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, GVA shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine and a written statement from the parent, foster parent or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing GVA and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. GVA will ensure it has the appropriate type of epinephrine auto-injector on site (i.e. regular or junior) to meet the needs of its pupils. GVA will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. GVA will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GVA will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to person if that person is suffering or reasonably believed to be suffering from anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than emergency epinephrine auto-injectors, or inhaled asthma medications, GVA shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that GVA assist the pupil in the matters set forth in the statement of the physician or surgeon or physician assistant.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Medication must be in original packaging.
- For prescribed medication, the medication must be prescribed and labeled with the student's name.
- Designated staff shall keep records of medication administered at GVA.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.

Head Lice

Great Valley Academy recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. Great Valley Academy shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

- School employees shall report all suspected cases of head lice to the school health clerk or designee as soon as possible.
- If a student is found with active, adult head lice, the parent/guardian will be called to pick-up the child. The parent/guardian of any such student shall be given information about treatment of head lice and encouraged to begin treatment immediately and to check all members of the family.
- The parent/guardian shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.
- Upon the student's return to school, the school health clerk or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school health clerk or designee shall contact the student's parent/guardian to discuss treatment and have the parent/guardian pick-up the child.
- If a student is found consistently infested with head lice, the student may be referred to a wellness team which may consist of the school health clerk, Principal, local health services and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.
- When it is determined that one or more students in a class or school are infested with head lice, the Principal or designee may, at their discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.
- School staff shall maintain the privacy of students identified as having head lice.

Mental Health Services

In accordance with AB 2022, Pupil mental health services: school notification, Great Valley Academy wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We encourage parents/guardians and student to talk with any staff member of Great Valley Academy if they are concerned about another student and possible mental health needs. Take all threats of suicide seriously.

There are a number of resources available in our community for students who struggle with social/emotional related issues. If your child experiences social/emotional challenges that are impacting his/her ability to succeed, please contact your school administrator or one of the mental health resources listed below. This document is also available on our website at www.greatvalleyacademy.com

Resource	Contact Info	Services Provided
Aspiranet	(209) 576-1750 1620 Cummins Drive	Individual, group and family counseling. Culturally sensitive staff available who speak English and Spanish. FEE: Medi-Cal insurance only.
The Bridge	(209) 571-8430 605 Chicago Avenue	Interpretation and translation (Cambodian, Hmong, and Laotian); referral services; cultural liaison for clients with public/private agencies; ESL class; youth activities and tutoring. FEE: None
Center For Human Services	(209) 526-1440 2000 W. Briggsmore Ave, Ste. I	Individual, group and family counseling. Services offered in English and Spanish. FEE: Sliding scale; accepts Medi-Cal.
Children's Crisis Center	(209) 577-0138/(209) 577-4413 1244 Fiori Avenue	Parenting classes, advocacy program, 24-hour crisis line, emergency child care. FEE: Free to qualifying families.
Community Hospice	(209) 578-6300 4368 Spyres Way	Support groups for people grieving loss of a parent, child, sibling, friend or significant other. Culturally competent bilingual staff available. FEE: None
El Concilio	(209) 523-2860 1314 H Street	Counseling, referrals and education. Free ESL/citizenship classes, immigration, first time home buying/financial literacy, assistance, support groups, counseling/referrals, health and parent education. FEE: None
Haven Women's Center	(209) 524-4331 (888) 454-2836 24hr crisis line 618 13 th Street, Suite I	Education/ emotional support groups, individual counseling, rape crisis intervention help, domestic violence, restraining orders, battered women's shelters. Youth groups for children and teens impacted by DV or sexual abuse. FEES: Free support groups; no fee for any services.
Health Net (MHN)	(888) 426-0030	For Medi-Cal consumers who have been determined to meet criteria for mild to moderate mental health services. Contact the number for referrals and further information. FEE: None
Josie's Place Drop-In Center	(209) 558-4464 1208 9 th Street	Provides a safe environment for 16-25 year olds with serious emotional disturbance or mental illness. Employment and housing resources, access to computers, games, billiards, organized activities. FEE: None
Parents, Families, and Friends of Lesbians and Gays (PFLAG)	(209) 566-2468 324 College Avenue	A supportive group that believes in the dignity and worth of all individuals. Confidential emotional support, education, and opportunities for advocacy. FEE: None
Parent Resource Center	(209) 549-8822/(209) 549-8193 530 S. Santa Cruz Avenue/ 811 5 th Street	Resource centers provide a wide range of services from support (clothes closets and food) to mental health counseling. FEE: None
Parents United	(209) 524-4858 610 14 th Street	One-on-one counseling for adults molested as children and adult offenders; groups for children. FEE: Medi-Cal, Private Insurance, Victim Witness. Free for uninsured Stanislaus County residents.
Sierra Vista Child and Family Services	Children: (209) 550-5869 1400 K Street, Ste. B Adults: (209) 524-6371 1030 15 th Street	Variety of child, adult and family services including individual/family and divorce counseling, court ordered counseling, parent education, anger management, domestic violence programs. FEE: Sliding scale, private insurance, Medi-Cal, no-fee parenting classes.

Lost and Found

Please **mark your child's name on all personal items** such as sweaters, hats, gloves, coats, lunch containers, and book bags. Check for lost items in our lost and found. Items not claimed are periodically donated to charity. GVA is not responsible for lost or stolen personal items brought to campus

Kids' Care (Before/After School Child Care)

Great Valley Academy commits to serving families by providing high- quality before and after school care that provides a nurturing and enriched environment for children. Students will have the opportunity to participate in a range of age- appropriate activities. Please contact Kids' Care for details in securing a space for your child. Information can be found at <https://www.greatvalleyacademy.com/pages/Kids-Care.html> Depending on the program, a contract will need to be signed and payment arrangements made.

Kids Care – Days Closed for 2021-2022

September 6th

November 11th

November 24th – 26th

December 23rd, 24th, 30th,
31st

January 17th

February 21st

April 15th

May 6th

May 30th

July 5th

Kindergarten Extension

Kindergarten Extension is a unique program offered to GVA Kindergartners. It is either an extension at the end of the day for morning kindergartners or prior to the day for afternoon kindergartners. The program offers GVS (Great Valley Smart) type activities that will help to make our kindergartners better learners in the classroom. This program starts in September each year.

Recess

Recesses are scheduled. Each grade level has a scheduled time that they will be out for recess. If you want to know your student's time, check with your child/children's teacher. Recess times are subject to change based on classroom needs.

Electronic Devices

All personal electronic devices (including, but not limited to, cell phones, computers, music players, game systems, smart watches, recording devices, cameras, etc.) **must be** turned off and put away at all times while on the school campus. Additionally, the use of personal electronic devices are **prohibited** during school-sponsored events, such as field trips, sporting events, after school clubs, etc. For a variety of reasons, these devices are not conducive to a social school community atmosphere. Headphones of any kind are not to be worn unless they are plugged into a school device for education purposes.

Great Valley Academy may grant permission to use devices for special events or under certain circumstances. The school will communicate these opportunities to parents and students.

At no time may any person use an electronic listening or recording device (including but not limited to cell phones, smart watches, video cameras, cameras, remote applications, etc.) without the prior consent of the teacher and principal.

Great Valley Academy is not responsible for the **loss, theft, or damage** to personal electronic devices.

Great Valley Academy reserves the right to search content of personal electronic devices if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or GVA rules and regulations. Articulate facts at the inception of the search must support a school official's reasonable suspicion that a search of a personal electronic device is justified. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a GVA official search a personal electronic device based on curiosity, rumor, or hunch. GVA reserves the right to contact law enforcement at its discretion in order to preserve the safety of all students and staff at the school.

Suggestions and Complaints

All suggestions and complaints should be of a constructive nature and be in line with the values, mission, and philosophy of the school. Staff members are open to the opinions of students who would like to contribute in this positive way. Students may approach appropriate staff members directly and offer suggestions. If the suggestion cannot be dealt with at that level, the staff member will relay the suggestion to the school administration. A copy of the schools general complaint policy is available at the office.

FERPA Rights, Student Records and Directory Information

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day Great Valley Academy receives a request for access. Please note that the California Education Code permits access within 5 days of the request.

Parents or eligible students should submit to the Great Valley Academy Office Manager, a written request that identifies the record(s) they wish to inspect. The Officer Manager will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A student's education records will be available for review during the regular business hours of the school day.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Great Valley Academy to amend a record should write Great Valley Academy, Campus Principal, and clearly identify the part of the record they want changed, and specify why it should be changed. If Great Valley Academy decides not to amend the record as requested by the parent or eligible student, Great Valley Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before Great Valley Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Great Valley Academy Board of Directors. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which Great Valley Academy would otherwise use its own employees and who is under the direct control of Great Valley Academy with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Great Valley Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Great Valley Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

5. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors,

consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information Great Valley Academy has designated as "directory information" under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

NOTICE FOR DIRECTORY INFORMATION

FERPA requires that Great Valley Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Great Valley Academy may disclose appropriately designated "directory information" without written consent, unless you have advised Great Valley Academy to the contrary in accordance with Great Valley Academy's procedures. The primary purpose of directory information is to allow Great Valley Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965 ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Great Valley Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Great Valley Academy in writing at the time of enrollment or re-enrollment. Great Valley Academy has designated the following information as directory information:

- Student's name;
- Address;
- Parent's/Legal Guardian address
- Telephone listing;
- Students' electronic mail address;
- Photograph;
- Date and place of birth;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. (A student's SSN, in whole or part cannot be used for this purpose.)

All written requests should be directed to Great Valley Academy, Campus Office Manager.

Visiting/Volunteering

Great Valley Academy – Board Policy No. 2018.040

While Great Valley Academy ("GVA") encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, GVA's priority is creating a safe environment for students and staff. Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students, and we are grateful to parents for their willingness to volunteer in this manner.

Volunteers are individuals who donate their time, without financial compensation, to benefit GVA. The volunteer's participation may occur in a classroom setting during the school day or outside the school setting, as part of an extracurricular activity. School policy prohibits discrimination of volunteers on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

Volunteer Opportunities include:

- Tutoring/Mentoring
- Athletics
- Performing Arts/Music programs
- Classroom assistance
- School/classroom events like career fairs and field trips
- Before/After-school programs
- Non-classroom (main office, library/media center, etc.) assistance

- Playground/Recess supervision
- Fundraising events

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, GVA has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers shall be (1) fingerprinted and (2) receive Department of Justice background clearance prior to volunteering. GVA reserves the right to restrict certain activities performed by a volunteer based on their background report. Additionally, background reports with serious or felony convictions (pursuant to Ed Code 45122.1) or the requirement to register as a sex offender under California law (Penal Code 290) will be prohibited from volunteering.
2. A volunteer shall also have on file with GVA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment dated within the last 60 days and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis within the last 60 days before volunteering. If no risk factors are identified, an examination is not required and only a certificate be provided. Volunteers who are found to be free of infectious TB shall thereafter be required to have a TB Risk Assessment every four years.
3. Volunteer hours must be arranged with the classroom teacher at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
5. **In accordance with federal law, all school volunteers are expected to maintain strict confidentiality while volunteering at the school.** All things that are seen and heard at school about employees or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. This policy does not authorize GVA to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
8. Volunteers understand that they will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage while volunteering. Volunteers agree to waive all claims against GVA and hold GVA, its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with their participation in volunteering at GVA.

Visitation

1. Visits during school hours should first be arranged with the teacher, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-

instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.

2. All volunteers and visitors shall register in the Visitors Log Book and affix a Visitor's Sticker in a visible location on their clothing in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the campus Principal or designee may design a visible means of identification for visitors while on school premises.
3. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher, Principal and Chief Executive Officer's written permission.
4. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.
5. The Principal, or designee, may refuse to allow a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
6. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt GVA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
7. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor pursuant to California Penal Code 626.8.
8. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) school days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) school days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to GVA's Chief Executive Officer. The Chief Executive Officer shall address the complaint with the Principal and make a final determination.
9. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code 626.8, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to GVA's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Field Trip Chaperones

Parent chaperones are often needed for field trips during the school year. **Parents must be fingerprinted and have a clear TB certification on file before chaperoning a field trip.** When needed, teachers will notify parents of the opportunity to chaperone. If the number of parent volunteers is greater than the number of spots available for the field trip, a lottery will be held to determine the parents able to chaperone. **Siblings are NOT allowed to attend field trips.**

Assessment and Grading

Parents will be informed of their child's progress in school by an academic report card, a character education report card, or a conference. Parents receive academic and character report cards three times a year. Character building is an important part of our curriculum. GVA adheres to Common Core Standards.

Assessment of student progress will take several forms at GVA:

- NWEA
- CAASPP/CST - Standardized Testing and Reporting
- Curriculum/Local/Benchmark Assessments
- We report to students and parents by alternating academic report cards, character education report cards, and conferences. On our report cards we use a grading scale of:
 - **4** - Work that **exceeds** the standards for competence
 - **3** - Work that **demonstrates** the standards for competence.
 - **2** – Work that meets **partial** standards for competence
 - **1** – Work that meets **minimal** standards for competence

4: Above and beyond: A score of 4 is reserved for students who surpass mastery. "4" work requires exceptional accuracy (percentages), unique perspectives, rationales, applications, or effort that results in exemplary quality.

3: Mastery: A score of 3 indicates a student has achieved the learning outcome.

2: Nearing mastery: A score of 2 indicates that a student has not yet met the learning objective. Ideally, this would result in re-teaching or specific feedback that would support the student in earning at least a "3."

1: Not there yet: A score of 1 indicates that a student lacks understanding of the specific content standard. As with a score of 2, support is required to help this student progress to mastery.

Note: "3" and "4" work may be defined by the teacher from the onset. "4" work may also be undefined and left to the student to determine. Either way, Above and Beyond is a central idea in the GVA classroom.

Character Education

We recognize that character is a developmental process. All GVA community members will be expected to understand the different stages of maturation and the behaviors that correlate to each stage. Training will be provided for all teachers, para's, students, and parents. Teachers will assess throughout the day. Students will self-assess and set goals.

Getting Extra Help for Your Student

If you feel your child is in need of extra support, talk with your child's teacher. We have an SST (Student Success Team) process for assessing needs and organizing more support.

Homework

Elementary: In order for children to grow and mature into competent young adults, they need to have time to spend with their families and participate in extra-curricular activities as well as have time to “just be kids” and play. To support our students with this, we will limit homework to reading 20 minutes a night, unfinished work, home projects, and math and spelling facts as needed. In an effort to prepare sixth graders for Junior High, sixth grade students will do math homework nightly.

Jr. High: Students should not be inundated by homework, but they need to have some on a regular basis in order to extend their learning and develop a good work habit. In general, Jr. High students will be given about one hour of homework each school night. Every assignment needs to be turned in on time. Turning in a late assignment means the child will not be prepared to fully

Achievement Testing

It is important that all schools regularly measure students’ progress in learning. This has been shown by the Effective Schools Research to be one of the most important things we can do to make sure we have high student achievement. Here are the ways that we measure student learning at Great Valley Academy:

- Teacher- developed or textbook chapter and unit tests – All teachers routinely give assessments to their students on various lessons and units that they are teaching. These assessments are graded and make up the report card grade that parents receive.
- Reading Tests – All students in grades 1-8 are tested several times per year with the Developmental Reading Assessment or Quantitative Reading Inventory. These are national standard tests of reading fluency and comprehension that indicate which grade level an individual student can successfully read and comprehend. These results are reported to parents on our report cards.
- State/Federal Tests – California requires testing each year
- Cooperative and Individual Projects – In various subjects, projects are frequently assigned and assessed by teachers. These are designed for students to demonstrate learning within our curriculum.
- NWEA – North West Evaluation Association is an organization that provides research based computerized assessments for teachers that help them hone in on their students’ needs and abilities.

Most of the parents with whom we have spoken are pleased that we do not spend all year preparing for one test. They’re also pleased their child is not experiencing a lot of pressure to perform satisfactorily on only one test. GVA teachers and parents consider the reading tests and growth shown on the internal benchmarks to be the most important measures of achievement. We are happy to discuss with you the measurements of achievement that we have chosen and to show you samples at any time.

Special Education

GVA is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. GVA provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements. These services are available for special education students enrolled at GVA.

GVA offers high quality educational program and services for all its students in accord with the assessed needs of each student. GVA collaborates with parents, the student, teachers and other agencies as may be indicated, in order to best serve the educational needs of each student. If you have any questions or concerns related to special education services for GVA students, please contact the principal, Mr. Ruehle at (209) 576-2283 or m.ruehle@greatvalleyacademy.com. Likewise, if you have any questions regarding Section 504 or would like a copy of our policies, please contact Mr. Ruehle.

Textbook & Chromebook Policy

Students may be issued textbooks and/or Chromebooks from their classroom teacher. Students are responsible for the care of their textbook and Chromebook. Textbooks and Chromebooks are assigned to students and the condition is noted. **Any textbook or Chromebook checked out to a student that is not returned or is returned in poor condition will have to be replaced at the parents cost.**

Students are expected to meet financial obligations to the school for such items as lost textbooks, **Chromebooks**, sports uniforms, fundraiser items, etc. Students **must** meet their current obligations as it may affect their ability to purchase yearbooks, purchase tickets to special events, participate in promotion ceremonies, etc.

Discipline Philosophy and Practice

At all times we will treat the students kindly and respectfully, and work to have warm relationships. At Great Valley Academy we have one school rule for all students and adults within the school. That rule is **“Do The Right Thing, Because It Is The Right Thing To Do.”** That is exactly what we want to teach our students.

We do the right thing as we go through our daily lives not because someone is going to give us a reward, or because we will be punished, but because it is the right thing to do. It will make us happier and those around us happier. Doing the right thing helps promote better learning.

At our school we believe that talking it through will solve many problems. Teachers engage the students in reflecting on their behavior. We teach our students a process for talking through problems that promotes self-evaluation for improved behavior. The prevention of all discipline problems by developing good relationships with our students and creating classrooms that are need-fulfilling for students is a primary goal at Great Valley Academy. If a student does disrupt learning, we will:

- Ask the student to please do his/her work in another area of the room.
- A student may be asked to go to another classroom (which has been arranged ahead of time) until he/she is ready to rejoin his/her regular classroom.

If the student is disruptive in the hosting classroom, or the student’s teacher believes the disruption is severe, then the student may go to the connecting room or alternate supervised location. During the time out of the classroom, the connector or an administrator will work with the child in order to help the student calm down and feel happier.

- If there is defiance, violence or threat of violence, administration will be contacted.

If the incident is severe enough (violence, threats, or repeated disruption of learning), it may warrant a suspension. Progressive discipline may be used in order to help the child improve behavior.

For example progressive discipline may look like this:

1st Incident – The student goes home that day and also the next day.

2nd Incident – The student goes home, two-day suspension.

3rd Incident – The student goes home, three-day suspension.

State of California Law Regarding School Safety

It is the policies of the State Board of Education that all students enrolled in public schools in California have the right to safe schools. The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm.

Drug and Alcohol Free School

Great Valley Academy will take a firm but compassionate approach toward students using drugs and/or alcohol. Our policy is aimed at taking a firm disciplinary stance for drug and alcohol related incidents at school. At the same time, we recognize that some students may require drug and/or alcohol treatment information and access to drug and/or alcohol treatment programs in order to truly become drug and alcohol free.

Gun-Free School Zone Act

Pursuant to Penal Code 626.9 known as the Gun-Free School Zone Act of 1995, any person who possess a firearm in a place that the person knows, or reasonably should know, is a school zone, shall be punished according to PC 626.9.f. A “school zone” means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 – 12, inclusive, or within a distant of 1,000 feet from the grounds of the public or private school. Great Valley Academy has zero tolerance for gun and weapon possessions on campus or GVA sponsored events. Local authorities will be contacted for any violation.

Tobacco Use

State of California law prevents anyone from using any form of tobacco on school premises. Please extinguish cigarettes, cigars, pipes and discard any other forms of tobacco before entering our parking lot/driveways and other school property.

Suicide Prevention Policy

In response to California State Assembly Bill 2246, Great Valley Academy has adopted a suicide prevention policy. If you would like to review the suicide prevention policy, please contact the campus office.

Student/Staff Interaction Policy

Adopted Board Policy 2019.47- April 2019

GVA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent excessive damage to property.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all GVA staff in conducting themselves in a manner that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

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

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct, harmful, or abusive. Staff must understand their own responsibility for ensuring that they do not violate the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Violations could subject the employee to discipline up to and including termination. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

The following examples are not exhaustive lists:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Any type of inappropriate physical contact with a student. This includes but is not limited to; massages, lingering touches, squeezing, stroking of hair, touches to private body areas.
- (c) Intentionally being alone with a student away from the school.
- (d) Making or participating in sexually inappropriate comments, storytelling or jokes.
- (e) Seeking emotional involvement with a student for your benefit.
- (f) Becoming involved with a student such that a reasonable person may suspect inappropriate behavior.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any off school property or after-school activities.
- (b) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes.
- (c) Keeping the door open when alone with a student.
- (d) Keeping reasonable space between you and your students.
- (e) Stopping and correcting students if they cross your own personal boundaries.
- (f) Keeping parents informed when a significant issue develops about a student.
- (g) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (h) Involving your supervisor if conflict arises with the student or has the potential to become severe.
- (i) Making detailed notes about an incident that could evolve into a more serious situation later.
- (j) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (k) Recommend asking another staff member to be present if you will be alone with a student.
- (l) Pats on the back, high fives and handshakes are acceptable.
- (m) Hugs of an appropriate nature, often student initiated, that are quick, non-sexual, and side to side when possible. For the purpose of this policy, the term "hug" is defined as a quick and appropriate embrace between a staff member and student as form of admiration, respect and/or care. GVA's philosophy of Safe, Loved and Learning allows for safe interactions such as hugs in order to support students overall well-being and foster authentic adult interactions. Hugs should in no way be excessive, aggressive, lasting for a prolonged period of time.
- (n) Keeping your professional conduct a high priority.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; 3) engaging in a rescue or application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having violated the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to an Administrator promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. The Administrator will notify the Chief Executive Officer or designee promptly upon investigation.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or obtain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone immediately and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Please refer to GVA policy resolution 2019.046 for detailed reporting requirements.

Investigating

The Administrator will promptly investigate, document and report to the Chief Executive Officer or designee the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating Administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as

reasonably as possible. The Chief Executive Officer or designee shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Chief Executive Officer or designee shall report to the Governing Board any conclusions reached. The Chief Executive Officer or designee shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who violate this policy will be subject to disciplinary action up to and including termination, and where appropriate, will be reported to authorities for potential legal action.

Non-Discrimination Statement

GVA shall not discriminate against any student or employee on the basis of (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code or association with an individual who has any of the aforementioned characteristics).

The School adheres to all provision of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities In Education Improvement Act of 2004 (IDEIA).

GVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Title IV, VI, and VII of the Civil Rights Act of 1964 (race, color or national origin); The Age Discrimination in Employment Act of 1967; The Age of Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental and physical disability). GVA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law ordinance or regulation. GVA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which GVA does business, or any other individual, student, or volunteer. This applies to all employees, students, volunteers and relationships, regardless of position or gender. GVA will promptly and thoroughly investigate a complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GVA Uniform Complaint Procedures (UCP) Compliance Officer:

Brianna deVisser, Vice-Principal (209) 576-2283

Suspected Child Abuse

All GVA staff members are mandated to report any and all known or suspected incidents of child abuse to Child Protective Services (CPS) as soon as practically possible. This mandate represents a legal and ethical responsibility to protect children and ensure that their physical, mental, and emotional needs are met and nurtured. This mandate also aligns with GVA's commitment to ensure that all students are safe, loved, and learning. As such, GVA staff accepts their responsibility as mandated reporters and will act in accordance to this mandate at all times and in all circumstances.

Homeless Students

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434 (a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Chief Executive Officer or designee designates the following staff person, Vice Principal, Brianna deVisser as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).). The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelter and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter and Board policy.
7. Parents/guardians are fully informed of all transportation services as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at GVA, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Bullying/Harassment

Harassment is a violation of state and federal law as well as Federal Charter School policy. It can take the form of verbal or physical threatening and conduct of a racial or sexual nature. Such behavior will not be tolerated at Great Valley Academy. Examples of harassment include, but are not limited to, vulgar or obscene comments and/or jokes, unwelcome hugging or touching, referring to someone in demeaning terms, starting or spreading demeaning rumors about the life of another individual.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

It is the policy of the State of California to afford all persons in public schools equal rights and opportunities in the educational opportunities of the state, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of Penal Code (and as amended).

Great Valley Academy Charter School believes that all students have a right to a safe and healthy school environment. Schools and their respective communities have an obligation to promote mutual respect, tolerance, and acceptance.

Great Valley Academy Charter School will not tolerate behavior that infringes on the safety or wellbeing of any student. As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, mental health condition, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. A student shall not

intimidate, harass, discriminate against or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, threatening, or name-calling; and social isolation or manipulation.

To the extent possible, the Charter School will make reasonable efforts to prevent student from being discriminated against, harassed, intimidated and /or bullied, and will take action to investigate, respond and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

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

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

Michael Ruehle (Principal) or Brianna deVisser (Vice-Principal) – (209) 576-2283

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature
- Unwanted sexual advances, propositions or other sexual comments
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment

The above list is not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to"
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition or "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable for the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

Reporting

- GVA Charter School expects students and/or staff to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to immediately report such incidents to the Principal or Vice Principal (who will inform the Principal). For purposes of this policy, the Principal serves as the “Policy Coordinator” for implementation of this policy, and can be reached at (209) 576-2283. Staff members are required to intervene and report as indicated in this policy. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.
- Staff members that witness alleged acts of misconduct prohibited by this policy shall take immediate steps to intervene when safe to do so and call for assistance, as needed. Other members of the school community, including students, parents/guardians, volunteers, and visitors witnessing or experiencing bullying are strongly encouraged to report the incident to the Policy Coordinator; such reporting will not reflect on the target/victim or witnesses in any way.
- Students are expected to immediately report alleged acts of misconduct prohibited by this policy, as well as any other form of teasing or other verbal or physical abuse to the campus Principal or Vice-Principal (within 60 days of occurrence). Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.
- While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office of Civil Rights.
- GVA Charter School prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Great Valley Academy will also provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff members to build each school’s capacity to maintain a safe and healthy learning environment.

Investigation

- Each and every complaint of misconduct prohibited by this policy will be promptly and thoroughly investigated by the Policy Coordinator or designee, upon notification of the complaint. Students can rely on staff to investigate each complaint in the most confidential manner possible under the circumstances.
- At the conclusion of the investigation, the Policy Coordinator or designee will notify the complainant of the outcome of the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Policy Coordinator or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.
- Complaints shall be investigated and resolved within (30) school days, unless circumstances reasonably require additional time.
- All records related to any investigation of misconduct prohibited by this policy will remain in a secure location in the District Office of Great Valley Academy.
- In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

- The school will make reasonable efforts to keep a report of misconduct by this policy and the results of investigation confidential.

Consequences

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

Uniform Complaint Procedures

- When harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a Uniform Complaint procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Appeal

- Should the complainant find the Policy Coordinator’s unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final decision.

*Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, intimidation, or sex-based misconduct. Students who violate this policy are subject to disciplinary action up to and including expulsion.

Additionally, all staff, students and their parents will receive a summary of this policy prohibiting discrimination, harassment, intimidation, bullying, and violations of Title IX: at the beginning of the school year, as part of the student handbook and/or information packet.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date

Print Name

To be completed by Great Valley Academy:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Procedure (UCP) Annual Notice

GVA has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying; complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees and non-compliance with the Local Control Funding Formula.

GVA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any GVA program or activity that receives or benefits from state financial assistance.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP (CDE Update 9/2020) - <https://www.cde.ca.gov/re/cp/uc/>

- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with a Principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within ~~six (6)~~ **twelve (12) months** from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Principal or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within ~~sixty (60)~~ **thirty (30)** days from the receipt of the complaint. This ~~sixty (60)~~ **thirty (30)** day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with GVA's procedures.

The complainant has a right to appeal GVA's Decision to the California Department of Education (CDE) by filing a written appeal within ~~fifteen (15)~~ **thirty (30)** days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of GVA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of GVA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be posted in every classroom and available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

*To review the civil rights handbook for the child nutrition program, please visit <http://www.cde.ca.gov/ls/nu/cr/crfactsheet.asp>

Uniform Complaint Procedure Discrimination/Harassment Complaint Reporting Form



In accordance with the Great Valley Academy's Uniform Complaint Procedures (5 CCR 4620) each school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220, It is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

I. Contact Information:

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____ Work or Cell Phone: _____

II. Complainant

You are filing this complaint on behalf of: ☐ yourself ☐ your child or a (student) ☐ another student ☐ a group
If filing for someone other than yourself, please provide name, grade and date of birth: _____

III. School Information

School Name: _____
Principal's Name: _____
Address: _____
City: _____ State: _____ Zip: _____

IV. Basis of Complaint:

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation and bullying you experienced,

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

- | | |
|---|--|
| <input type="checkbox"/> Education Opportunities to Foster/Homeless Youth | |
| <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees for Educational Activities |

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

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

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

Describe the **location where** the incident(s) occurred:

Please list **all the date(s) and times** when the incident(s) occurred or when the alleged acts first came to your attention:

What steps, if any, have you taken to resolve this issue before filing a complaint? Have you spoken with GVA personnel, if so, who and when?

Please provide copies of any written documents that may be relevant and supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature of Person Filing Complaint

Date

Print Name

To be completed by Great Valley Academy:

Received by: _____

Date Filed: _____

Title: _____

Please provide a duplicate copy to the complainant.

Where to File a Complaint for Child Nutrition Program

To file a program or Civil Rights complaint, please contact one of the following agencies listed below:

Great Valley Academy
Civil Rights Coordinator
3200 Tully Road
Modesto CA 95350
209-576-2283

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342
916-323-8521 **or** 800-952-5609

or

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992

Federal Relay Service 800-877-8339 (English) or 800-845-6136 (Spanish)

Note: The USDA will investigate and process all complaints of discrimination.

All program complaints filed with the NSD are resolved at the state level. The NSD Complaint Coordinator logs the complaint, refers it to the appropriate program or Field Services Unit, and tracks it through resolution. The NSD reserves the right to conduct unannounced site visits to determine the validity of all allegations.

Wheeled Items Policy

Use of bicycles, skateboards, scooters or other similar vehicles are prohibited on campus during the school year. At the perimeter fence students will dismount and walk. GVA is not responsible for lost or stolen personal items brought to campus.

Rational:

Safety of everyone on campus is a primary value of GVA. Current practice for movement on campus sidewalks are to walk or skip.



Great Valley Academy

Student Use of Technology and Acceptable Use Agreement

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

Educational Purpose

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

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

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

Notice and Use

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

Safety

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

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

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

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

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

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Director or designee shall block access to such sites on Charter School computers with Internet access. The Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

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

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

ACCEPTABLE USE

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. Protection Measures. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. Electronic Information Resources (Internet). The Charter School recognizes the importance of providing student's access to Electronic Information Resources (Internet) in order to enhance and support age and grade appropriate school adopted instructional goals and standards. It is the Charter School's intent to protect students from inappropriate information but school personnel cannot screen all materials available on the Internet. Willful access to inappropriate material is a violation of school policy and may result in the revocation of network privileges and other disciplinary action consistent with the law and designated school rules.

Guidelines for Use of Electronic Resources (Internet)

- a. Be Polite: Never send or encourage others to send messages that are not polite. Use electronic resources wisely. Log off when you are finished.
- b. Use Appropriate, Respectful Language: In your messages, always use language that you know is appropriate and respectful.
- c. Privacy: Do not send any message that includes personal information such as your name, home address or phone number of yourself or any other person.
- d. Misuse: Report any misuse on the Internet to your teacher/principal.
- e. Electronic Mail (E-mail): Use e-mail for educational purposes only.
- f. Vandalism: Never move, delete, or trash any applications or files that are not yours.
- g. Information: Some information accessed by the use of electronic services may or may not be accurate. The Charter School makes no guarantees of any kind concerning the accuracy of information obtained online

5. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Participating in political activities.
- h. Conducting for-profit business.
- i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

I. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

6. No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

7. Disruptive Activity. Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

8. Unauthorized Networks. Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

9. Technology Systems/Equipment Care. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

10. Consequences of Inappropriate Use. Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

11. Google Suite for Education. Students will have access to and use G Suite for Education. G Suite for Education is a set of education productivity tools from Google Education Core including Gmail, Calendar, Docs, Classroom, and more used by tens of millions students and teachers around the world. Great Valley Academy students will use their G Suite accounts to complete assignments, communicate with their teachers, sign in their Chromebooks, and learn 21st century digital citizenship skills. For information on privacy regarding G Suite for Education, please visit https://gsuite.google.com/terms/education_privacy.html. By agreeing to the Student Use of Technology and Acceptable Use Agreement, you are providing permission for your student to use a G Suite for Education account.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the acknowledgement form to indicate your agreement with the terms and conditions provided. The signatures of both the student and parent/guardian are required before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.



2021-22 Student/Parent Handbook

Great Valley Academy (Salida Campus)
5901 Sisk Road
Modesto, CA 95356
Phone: 209-545-7500

www.greatvalleyacademy.com

Pending Board Approval – 6/14/2021

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Mission and Core Philosophy

Vision

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission

Great Valley Academies create a safe, loved, environment where all students develop foundational thinking skills and positive character traits to achieve their greatest potential.

Philosophy

At Great Valley Academy, we believe:

- Every child is unique and can learn like a gifted learner – visually.
- Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- School should be a non-threatening environment that emphasizes relationships.
- Character education should be taught, modeled, and assessed.
- Highly-trained, motivated teachers are essential.
- Parental involvement and support is an essential element of a quality educational experience.

Great Valley Academy's inquiry-based curriculum will help students become self-motivated, competent, lifelong learners who are critical thinkers; demonstrating confidence and creativity. We believe that all students can achieve high standards even though they may enter Great Valley Academy with different strengths, abilities, and life experiences.

5 Pillars

1. Great Valley Smart (GVS)

GVA trains the brain, unlocking gifted learning through the utilization of visual strategies and purposeful movement.

2. Character Development

GVA equips students to become caring and responsible citizens through choice theory, character reflection, and assessment.

3. Climate: Safe, Loved, Learning

GVA nurtures a community where all are safe, loved, and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience through the demonstration of mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly-dedicated team through extensive and interactive hiring practice and continuous professional growth.

2021 - 2022 Student Calendar – Subject to Change

August	2-9	Staff Training Days
August	10	First Day of School
September	6	Labor Day – No School
September	TBD	Kindergarten Extension Begins
September	17	Teacher In-Service – No School
October	11-15	Fall Break – No School
November	11	Veterans Day – No School
November	24-26	Thanksgiving Vacation – No School
December	20-31	Winter Vacation – No School
January	3	Winter Vacation – No School
January	17	Martin Luther King's Birthday – No School
February	14	Teacher In-Service – No School
February	21	Presidents' Day – No School
March	14-18	Spring Break – No School
April	15	Spring Holiday – No School
May	6	Teacher In-Service – No School
May	30	Memorial Day – No School
June	3	Last Day of School

School Hours

Monday – Thursday (Morning Start Times)

<u>Grade Level</u>	<u>Start Time</u>
Kindergarten AM	8:30am
1 st – 8 th	8:30am
Kindergarten PM	12:10pm

Monday – Thursday (Ending Times)

<u>Grade Level</u>	<u>End Time</u>
Kindergarten AM	11:50am
Kindergarten PM	3:30pm
1 st – 8 th	3:30pm

Friday (Morning Start and Ending Times)

<u>Grade Level</u>	<u>Start and End Times</u>
K – 8 th	8:30am – 12:00pm

Student Wellness

We are committed to the optimal development for every student. The school wellness policy outlines GVA's approach to ensuring supportive environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The GVA wellness policy can be found in the main campus office or on the home page of our website at www.greatvalleyacademy.com.

Breakfast

Students may purchase breakfast through our food service program. Breakfast is served during morning recess. GVA contracts with Revolution Foods for healthy options for your child. To enroll in our breakfast program, please refer to the beginning of the year email from Food Services, visit the front office and speak with the office manager, or go to www.greatvalleyacademy.com.

Lunch

Students will eat in designated campus locations, family-style, with their teachers. Teachers use this time to chat with students, teach good table manners, conduct conferences with students, as well as eat. **Parents are invited and encouraged to join their child for lunch.**

Students may either bring a cold lunch from home, or they may purchase a lunch through our lunch program. **Students will not have access to a microwave.** GVA contracts with Revolution Foods for healthy options for your child. To enroll in our lunch program, please refer to the beginning of the year email from Food Services, visit into the front office and speak with the office manager, or go to www.greatvalleyacademy.com.

Students who forget their lunch may call home to have a lunch brought to the office. The office is not responsible for lunches not picked up by the student. Meal delivery services (i.e. Grub Hub, Door Dash) should not be used to bring your student lunch. GVA desires that all students receive a lunch, if you are unable to deliver a lunch, please make sure your student has checked with Food Services regarding the availability of a lunch.

Free and Reduced-price qualifying students must apply each year and receive notification from the Great Valley Academy Food Services program. Information can be found at <https://www.greatvalleyacademy.com/pages/foodservices.html>.

Snacks

Students in grades 1st-8th will have a snack in the morning and afternoon. We ask **parents to provide** their child with **two healthy snacks each day**. AM/PM Kindergarten students need to also have a snack. If you have a PM Kindergartner please make sure they have lunch before coming to school.

Water Bottles

We encourage students to drink water throughout the day by keeping reusable water bottles with them at all times while they are in school. GVA has refilling stations on campus to reduce plastic waste.

Uniforms

Students and staff at Great Valley Academy will wear uniforms daily. We have chosen uniforms because they:

- Allow students and staff to focus on learning.
- Improve the safety and security of the school.
- Improve behavior and discipline in the school.
- Help develop a sense of unity.
- Ensure that appropriate clothing will be worn to school.
- Emphasize the individuality of each child.

Required Uniform - K-6 Grades

Bottoms

- Black or khaki color school uniform straight pants/shorts and cargo pants/shorts for boys and girls.
- Black or khaki color school uniform capris and skirts, skorts and jumpers for girls; must be no more than two inches above the knee when standing.
- Bottoms must be plain material without designs or patterns. **No decorative holes, rips or tears.** Jean, denim, **yoga**, sweat pant styles are not allowed.
- Leggings/**tights** may only be worn under uniform skirts, skorts, shorts and jumpers and must be solid white, black, grey or navy.
- **Visible socks must be solid white, black, grey or navy.**
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid dark green, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with green or maroon embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.
- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or dark green.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy sponsored sweatshirts and jackets may be worn inside.
- All non-navy and non-sponsored sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform - 7th & 8th Grades

Bottoms

- Black or khaki color school uniform straight pants/shorts and cargo pants/shorts for boys and girls.
- Black or khaki color school uniform capris and skirts, skorts and jumpers for girls must be no more than two inches above the knee when standing.
- Bottoms must be plain material without designs or patterns. **No decorative holes, rips or tears.** Jean, denim, **yoga**, sweat pant styles are not allowed.
- Leggings/**tights** may only be worn under uniform skirts, skorts, shorts and jumpers must be solid white, black, grey or navy.
- **Visible socks must be solid white, black, grey or navy.**
- All bottoms must allow non-restrictive movement.
- All bottoms must be worn at the waist and not excessively baggy; at no time should undergarments show.

Tops

- Solid maroon, collared polo shirt with a white embroidered Great Valley Academy logo on the left side chest.
- Solid white, collared button-up dress shirt or blouse with maroon or green embroidered Great Valley Academy logo on the left side chest.
- All tops must have either short or long sleeves.
- All tops must allow non-restrictive movement.

- Undershirts that extend past the uniform shirt (sleeves and bottom of shirt) must be solid white, black, navy, grey, or maroon.
- Solid navy blue sweatshirts, sweaters and jackets with a white embroidered Great Valley Academy logo on the left side chest are allowed to be worn inside.
- Great Valley Academy spirit sweatshirts and jackets may be worn inside.
- All non-navy and non-spirit sweatshirts, sweaters and jackets may be worn outside but must be removed when inside.

Required Uniform – All Students

Friday Spirit Days

- Every Friday students may wear school spirit shirts that include but are not limited to jog-a-thon, athletics, Kids Care, grade level designs, performing arts, music, etc.
- Periodically each campus will announce dress-up or special spirit days. Details for these days will be outlined in campus newsletters and/or announcements.

Shoes

- Athletic shoes must be worn at all times. Students will be involved in fitness/movement activities throughout the day.
- No sandals, flip-flops, wedged tennis shoes, shoes with heels or wheels, slip-on shoes or boots. Rain boots are permitted on rainy days only but athletic shoes must be brought to put on once inside.



Head Coverings

- Hats, beanies and other head coverings may be worn outside only and in a practical manner as to block eyes from the sun or to keep warm.
- Head coverings worn for religious reasons are allowed.

Appearance/Accessories/Hair

Please keep in mind the intent of the uniform policy is for students to have a simple, professional and unified appearance – both in clothing and personal appearance. The focus at GVA is on learning. Our ultimate guide for clothing and appearance is to be sure it does not distract from learning. We are preparing students for professional careers and professional appearance is important.

- Excessive and/or extreme jewelry, such as chains or spikes, are not allowed.
- No visible body piercings, other than earrings, are allowed.
- Extreme and/or excessive make-up is not allowed.
- Visible tattoos are not allowed.
- Great Valley Academy does not have a hair length requirement but it is important that students are able to make eye contact, so hair must not cover the eyes.
- ~~Only naturally occurring hair colors are permissible.~~
- Clothing should be free of rips and tears or reasonably mended.
- Clothing should be kept clean without excessive stains and discoloration.

Purchasing Uniforms

You may purchase uniforms directly from Great Valley Academy. Visit the online store at www.gvauniform.com.

In addition to Great Valley Academy, uniform apparel may be purchased from major retailers for convenience.

Uniform top embroidery may be done at the following Great Valley Academy approved establishments:

- Margo's Logo – 3616 Morristown Rd. Modesto – (209) 571-3413
- J & J Printing – 129 W. Yosemite Ave. Manteca – (209) 239-9567

Uniform Policy Enforcement

1st incident: Classroom teacher informs parents that their child is out of uniform. Parent reviews the policy and agrees to correct uniform issue the next day.

2nd incident: Classroom teacher sends the child to the office. The office staff contacts parent to bring appropriate clothing right away. Student returns to class until their parent arrives.

3rd incident: Classroom teacher contacts administration. Administration contacts parents, reviews the policy and parents bring clothing immediately. Administration will offer any reasonable assistance necessary to ensure the student adheres to the school uniform policy.

GREAT VALLEY ACADEMY ATTENDANCE POLICY POLICY NO. [Attend082015]

Please call, text or email our office at (209) 218-6161 or salida.attendance@greatvalleyacademy.com by 8:30am on the day of the absence, tardy or if the student will be leaving early. Please leave a voicemail if you

call after school hours. Please provide us your child's name, teacher and reason for absence. Absences must be reported within 5 days of the absence to avoid being considered truant.

It is the intent of the governing Board of the Great Valley Academy ("Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Participation in religious instruction or exercises in accordance with Charter School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court
2. Attendance at a naturalization ceremony
3. Attendance at a funeral
4. Observation of a holiday or ceremony of his/her religion
5. Attendance at religious retreats for no more than four hours during a trimester

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date or dates of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.

4. Healthcare provider verification

- a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or if the student is tardy or picked up early for any length of time during the school day without a valid excuse on five occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee. Adopted/Ratified:

[September 28, 2015] Revision Date: 3

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Upholding the Attendance Policy

First Day of School Process

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be dis-enrolled from the school roster, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be dis-enrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be dis-enrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student's failure to attend Charter School and the disenrollment.

Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or three (3) over 30 minute unexcused tardies in a school year, the parent/guardian will receive "Truancy Letter #1" from the school. This letter must be signed by the parent/guardian and returned to the school. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences including unexcused tardies, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences including unexcused tardies, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and may be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of the Principal, and other staff members as deemed necessary. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
 - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall
 - c. The SART panel may discuss other school placement options.
 - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian. have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Student retention
 - ii. Required school counseling
 - iii. Loss of field trip privileges
 - iv. Loss of school event privileges
 - v. Required remediation plan as set by the SART
 - vi. Notification to the District Attorney
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily dis-enrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then

be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily dis-enrolled from the Charter School. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to dis-enroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to dis-enroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Coming Late or Leaving School Early

When a child comes to school late or leaves early, it puts the child in a poor position to learn and sets a bad example for the entire class. It is important to arrive at school on time and stay until dismissal to maximize learning potential, develop positive work ethic, and show respect for all other students.

If your child arrives late to school, you must check in at the office to sign your student(s) in prior to your child going to his/her classroom in order to receive the appropriate pass.

Because of our concern for the safety of our students, no student is to leave the school grounds at any time without permission from the office. **Parents must check in at the school office** when picking up their child before dismissal.

The following guidelines will apply:

- Leaving early will be determined excused or unexcused by the same criteria used for attendance.
- Children will be released only to the people listed on the emergency card.
- Written permission from parent/guardian will be required for children to be released to someone not on the emergency card.

- The person to whom the child is to be released will be required to sign a log in the school office indicating time of the release.
- Identification will be required if the person is not known to the office staff.
- Teachers may release a child to an adult only after receiving notification from the principal or secretary.
- No child will be permitted to leave school alone during school hours.
- A parent/guardian or authorized adult must pick up the child inside the school.

Independent Study

If you know your student is not going to be at school for more than three days due to family vacation, religious instruction or extended illness, you may request an independent study packet from your teacher for your child.

All requests for independent study **MUST** go through the teacher and **need to be at least two weeks** (if possible) **in advance** of their absence. If the teacher has concerns granting the independent study for a particular student, the teacher will forward the request to administration for review and determination. This allotted time is needed to collect work and make sure all paperwork is signed properly. Independent study is a way for your student to stay up to date with their classroom work while being absent from school. It also helps our school maintain our Average Daily Attendance. Initial independent study requests will not be granted for more than 30 school days. Subsequent requests will require meeting with the school administration to determine longer term needs of the student.

Distance Learning

Great Valley Academy – Board Policy No. 2020.054

This Policy sets forth the distance learning guidelines for students and parents/guardians while students are engaging in distance learning at Great Valley Academy (“GVA”).

“Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting with a student through the use of computer and/or other communications technology for the delivery of instruction, check in or other communications between student, teacher and other employees. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The GVA distance learning program will provide its students with educational opportunities and continuity to the greatest extent practicable during times when distance learning is offered. To achieve this goal, GVA requires students and their parents/guardians to adhere to the following guidelines at all times while students are engaging in distance learning:

STUDENT GRADING AND ENGAGEMENT

Student grading and engagement requirements will be required when the distance learning model is offered by Great Valley Academy. The use of distance learning as an alternative form to traditional classroom learning may be engaged if the school must close for unforeseen reasons or when the option is offered by Great Valley Academy.

STUDENT BEHAVIOR AND PARENT SUPERVISION EXPECTATIONS

1. **STUDENT SUPERVISION:** Students are under the supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning instruction or school-related activities. GVA is not responsible for the supervision or control of any student while the student is participating in distance learning instruction or school-related activities. A parent/guardian or a responsible adult caregiver should attend one on one virtual meetings between GVA instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that GVA may interact with them and share confidential student information with them as necessary to provide student with the educational opportunities contemplated by this Policy.

2. **STUDENT WORK AREAS:** To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or GVA policy, and capable of supervision at all times by a parent/guardian or responsible adult caregiver.
 - a. Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning instruction or school-related activity.
 - b. Please keep all pets, siblings not engaging in learning, or personal electronic devices and food away from the student work area.
 - c. Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
3. **STUDENT DRESS CODE:** Students must be dressed in clothes that are appropriate at all times during distance learning instruction and other virtual school-related activities that occur over video.
4. **STUDENT PREPARATION FOR LEARNING:** Students should be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Students are not permitted to eat during these scheduled school-related activities as it disrupts the student, the teacher and the other students participating in the activity.
5. **ABSENCES:** If the student will be unable to participate in any school-related activity for any reason, please contact the teacher or other GVA personnel member with whom the student was scheduled to meet as soon as possible.
6. **STUDENT LOG IN/ PARENT TECHNICAL SUPPORT:** Students will be provided with personal login credentials for online/virtual distance learning instruction, meetings and school-related activities for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact your teacher through Parent Square as soon as possible.
7. **PARENT ENGAGEMENT IN INSTRUCTION:** Parents/guardians and responsible adult caregivers should try not interfere, disrupt or directly participate in virtual distance learning lessons unless requested by the teacher. GVA distance learning instruction and other online or virtual school-related activities are intended for GVA student and personnel use. Teachers may communicate with Student on Student's cell phone unless parent/guardian or responsible adult directs a different form of communication.
8. **CONFIDENTIALITY:** There is no expectation of privacy in virtual classrooms. When logging in to any virtual learning activities, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.
 - a. Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's virtual or online instruction or school-related activities.

- b. Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning instruction or other virtual, online or telephonic school-related activities without express written permission from GVA.
- c. GVA may record virtual classes or other group distance learning activities for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.
- d. If a student is receiving virtual, online or telephonic counseling services from a GVA employee or contractor, no other individual, including but not limited to parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.
- e. The identity of all students participating in any small group counseling session with a GVA employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.
- f. Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.

9. **TECHNOLOGY POLICY:** Students, parent/guardians and responsible adult caregivers must comply with the GVA Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.

- a. GVA technology and equipment includes but is not limited to GVA electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. GVA technology and equipment may only be used for educational purposes in accordance with the GVA Student Technology Policy and Acceptable Use Agreement.
- b. Students and parents/guardians acknowledge that GVA technology and equipment are owned by GVA. By logging into or accessing GVA technology or equipment, users acknowledge that they have no expectation of privacy in the use of GVA technology or equipment, even if such technology is used on a personal device. GVA reserves the right to access communications, files, and other data stored on or sent over GVA technology or equipment.
- c. Technological resources provided by GVA must be used in a safe, responsible, appropriate, and legal manner in accordance with GVA policies and in support of its instructional program for the advancement of student learning.
- d. Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.
- e. Students must not access GVA online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

10. **APPLICATION OF DISCIPLINARY RULES/POLICIES:** All other GVA rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion.

- a. Any student who believes they have been subject to misconduct prohibited by the GVA Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to their campus Vice Principal.

This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by GVA. By engaging in distance learning, Students and Parents are acknowledging and agreeing to the content herein.

Attendance Awards

Perfect Attendance: No absences for any reason, no tardies, and no independent studies for the school year.

GVA Parking Lot Procedures

Please see the Drop Off and Pick Up Procedures and Maps at the end of the handbook.

Morning Drop-off Times

We ask that as many parents as possible use the Drop Off Zone in the morning. Please see the detailed procedure at the end of the handbook.

❖ **AM K-8th 8:05 AM – 8:30 AM**

**All classrooms open at 8:05 AM to accept children.*

** School begins at 8:30am so if arriving at this time, your student is considered tardy and must sign in with the office.*

❖ **PM K 12:00 PM-12:10 PM**

**(parents needs to walk children to classroom, Drop Off Zone is closed at this time).*

The school office opens daily at 8:05am.

We have a specific drop-off and pick-up plan that everyone must adhere to. Please follow the AM drop off procedure, attached to the back. If you choose not to make use of the Drop Off Zone for AM drop off, feel free to park and walk your child to class. The parking lot is not a place for children to walk by themselves; it is not safe.

PM Pick Up

K – 6th graders must be picked up by a parent, guardian, or someone on the emergency card at the classroom. 7th – 8th graders may leave the classroom without an adult picking them up. They may not pick up younger siblings.

Curbside pick up

If you have a daycare pick up, or will need assistance (carpool, disabled, pregnant, elderly, newborn or medical) on a daily basis, or have 3 or more GVA students, there is an option for you. Please see the email sent out about curbside to make a request. Curbside is meant to help those mentioned above, to keep cars moving in the parking lot, and to help reduce the number of cars parking in the lot at the end of the day, special event days (Jog a thon, YE party, etc). Curbside may be canceled, and notifications will be made as such.

Requests for curbside will be distributed just before the school year starts and curbside will not begin until two weeks after the first day of school. If your student is enrolled after the first day of school, contact the office for a request form. There are a limited number of students who may participate in curbside. Kindergarteners may not participate in curbside.

Classroom Celebrations and Activities

Celebrations will occur at various times and for various reasons throughout the year. Please check ParentSquare or with your student's teacher for information. When celebrating specific holidays, Great Valley Academy will attempt to respect the beliefs of all families. Please contact your child's classroom teacher if you would like to share information regarding your family's beliefs. **Birthdays** - Please contact your child's teacher regarding birthday celebrations.

Emergency Contacts/Registration Card

If your child is injured or becomes ill at school, we will make every effort to contact you. Please be sure that your emergency contact information on your Student Registration Card is filled out completely and accurately.

Also make sure that it is on file in the school office so we may reach you at home or work. The registration card should also list the names and numbers of at least two people we can call if we are unable to contact you. Please be sure that the people you list as emergency contacts are aware of this and are willing and able to take responsibility for your child. **Please update the information as any changes occur.**

Illness

To protect the health of your child and other students, we expect children to be picked up from school if they have a **fever of 100.4 or above, rash, head lice, or similar communicable symptoms**. Please notify the school if your child has been diagnosed with a communicable disease, and keep the student home until fully recovered. A student should be fever free and not vomited for 24 hours before returning to school.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
Entering Kindergarten	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose</p> <p>Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of Varicella.</p>

A copy of Great Valley Academy's full Immunization Policy is available in the School Office.

Medication

GVA staff is responsible for overseeing the administration of medication to students attending GVA during regular school hours, including before or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day medication prescribed for him or her by a physician or surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if GVA receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, GVA shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine and a written statement from the parent, foster parent or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing GVA and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.
2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. GVA will ensure it has the appropriate type of epinephrine auto-injector on site (i.e. regular or junior) to meet the needs of its pupils. GVA will ensure staff properly store, maintain, and restock the epinephrine auto-injectors as needed.
3. GVA will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. GVA will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to person if that person is suffering or reasonably believed to be suffering from anaphylaxis. The annual notice shall also describe the training the volunteer will receive.
4. In order for a pupil to be assisted by the school nurse or other designated school personnel in administering medication other than emergency epinephrine auto-injectors, or inhaled asthma medications, GVA shall obtain both a written statement from the physician or surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that GVA assist the pupil in the matters set forth in the statement of the physician or surgeon or physician assistant.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Medication must be in original packaging.
- For prescribed medication, the medication must be prescribed and labeled with the student's name.
- Designated staff shall keep records of medication administered at GVA.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
- Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the pupil's medical professional.

Head Lice

Great Valley Academy recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. Great Valley Academy shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

- School employees shall report all suspected cases of head lice to the school health clerk or designee as soon as possible.
- If a student is found with active, adult head lice, the parent/guardian will be called to pick-up the child. The parent/guardian of any such student shall be given information about treatment of head lice and encouraged to begin treatment immediately and to check all members of the family.
- The parent/guardian shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.
- Upon the student's return to school, the school health clerk or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school health clerk or designee shall contact the student's parent/guardian to discuss treatment and have the parent/guardian pick-up the child.
- If a student is found consistently infested with head lice, the student may be referred to a wellness team which may consist of the school health clerk, Principal, local health services and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.
- When it is determined that one or more students in a class or school are infested with head lice, the Principal or designee may, at their discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.
- School staff shall maintain the privacy of students identified as having head lice.

Mental Health Services

In accordance with AB 2022, Pupil mental health services: school notification, Great Valley Academy wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We encourage parents/guardians and student to talk with any staff member of Great Valley Academy if they are concerned about another student and possible mental health needs. Take all threats of suicide seriously.

There are a number of resources available in our community for students who struggle with social/emotional related issues. If your child experiences social/emotional challenges that are impacting his/her ability to succeed, please contact your school administrator or one of the mental health resources listed below. This document is also available on our website at www.greatvalleyacademy.com

Resource	Contact Info	Services Provided
Aspiranet	(209) 576-1750 1620 Cummins Drive	Individual, group and family counseling. Culturally sensitive staff available who speak English and Spanish. FEE: Medi-Cal insurance only.
The Bridge	(209) 571-8430 605 Chicago Avenue	Interpretation and translation (Cambodian, Hmong, and Laotian); referral services; cultural liaison for clients with public/private agencies; ESL class; youth activities and tutoring. FEE: None
Center For Human Services	(209) 526-1440 2000 W. Briggsmore Ave, Ste. I	Individual, group and family counseling. Services offered in English and Spanish. FEE: Sliding scale; accepts Medi-Cal.
Children's Crisis Center	(209) 577-0138/(209) 577-4413 1244 Fiori Avenue	Parenting classes, advocacy program, 24-hour crisis line, emergency child care. FEE: Free to qualifying families.
Community Hospice	(209) 578-6300 4368 Spyres Way	Support groups for people grieving loss of a parent, child, sibling, friend or significant other. Culturally competent bilingual staff available. FEE: None
El Concilio	(209) 523-2860 1314 H Street	Counseling, referrals and education. Free ESL/citizenship classes, immigration, first time home buying/financial literacy, assistance, support groups, counseling/referrals, health and parent education. FEE: None
Haven Women's Center	(209) 524-4331 (888) 454-2836 24hr crisis line 618 13 th Street, Suite I	Education/ emotional support groups, individual counseling, rape crisis intervention help, domestic violence, restraining orders, battered women's shelters. Youth groups for children and teens impacted by DV or sexual abuse. FEES: Free support groups; no fee for any services.
Health Net (MHN)	(888) 426-0030	For Medi-Cal consumers who have been determined to meet criteria for mild to moderate mental health services. Contact the number for referrals and further information. FEE: None
Josie's Place Drop-In Center	(209) 558-4464 1208 9 th Street	Provides a safe environment for 16-25 year olds with serious emotional disturbance or mental illness. Employment and housing resources, access to computers, games, billiards, organized activities. FEE: None
Parents, Families, and Friends of Lesbians and Gays (PFLAG)	(209) 566-2468 324 College Avenue	A supportive group that believes in the dignity and worth of all individuals. Confidential emotional support, education, and opportunities for advocacy. FEE: None
Parent Resource Center	(209) 549-8822/(209) 549-8193 530 S. Santa Cruz Avenue/ 811 5 th Street	Resource centers provide a wide range of services from support (clothes closets and food) to mental health counseling. FEE: None
Parents United	(209) 524-4858 610 14 th Street	One-on-one counseling for adults molested as children and adult offenders; groups for children. FEE: Medi-Cal, Private Insurance, Victim Witness. Free for uninsured Stanislaus County residents.
Sierra Vista Child and Family Services	Children: (209) 550-5869 1400 K Street, Ste. B Adults: (209) 524-6371 1030 15 th Street	Variety of child, adult and family services including individual/family and divorce counseling, court ordered counseling, parent education, anger management, domestic violence programs. FEE: Sliding scale, private insurance, Medi-Cal, no-fee parenting classes.

Lost and Found

Please **mark your child's name on all personal items** such as sweaters, hats, gloves, coats, lunch containers, and book bags. Check for lost items in our lost and found. Items not claimed are periodically donated to charity. Lost and Found is located outside Mr. Coss's classroom. GVA is not responsible for lost or stolen personal items brought to campus

Kids' Care (Before/After School Child Care)

Great Valley Academy commits to serving families by providing high- quality before and after school care that provides a nurturing and enriched environment for children. Students will have the opportunity to participate in a range of age- appropriate activities. Please contact Kids' Care for details in securing a space for your child. Information can be found at <https://www.greatvalleyacademy.com/pages/Kids-Care.html> Depending on the program, a contract will need to be signed and payment arrangements made.

Kids Care – Days Closed for 2020-2021

September 6th

November 11th

November 24th – 26th

December 23rd, 24th, 30th,
31st

January 17th

February 21st

April 15th

May 6th

May 30th

July 5th

Kindergarten Extension

Kindergarten Extension is a unique and free program offered to GVA Kindergartners to help ensure that they develop the learning systems to be successful in school. It is either an extension at the end of the day for morning kindergartners or prior to the day for afternoon kindergartners. The program offers GVS (Great Valley Smart) type activities that will help to make our kindergartners better learners in the classroom. This program starts in September each year. For more details, please see your kindergarten teacher.

Recess

Recesses are scheduled. Each class has a scheduled time that they will be out for recess. If you want to know your student's time, check with your child/children's teacher. Recess times are subject to change based on classroom needs.

Electronic Devices

All personal electronic devices (including, but not limited to, cell phones, computers, music players, game systems, smart watches, recording devices, cameras, etc.) **must be** turned off and put away at all times while on the school campus. Additionally, the use of personal electronic devices are **prohibited** during school-sponsored events, such as field trips, sporting events, after school clubs, etc. For a variety of reasons, these devices are not conducive to a social school community atmosphere. Headphones of any kind are not to be worn unless they are plugged into a school device for education purposes.

Great Valley Academy may grant permission to use devices for special events or under certain circumstances. The school will communicate these opportunities to parents and students.

At no time may any person use an electronic listening or recording device (including but not limited to cell phones, smart watches, video cameras, cameras, remote applications, etc.) without the prior consent of the teacher and principal.

Great Valley Academy is not responsible for the **loss, theft, or damage** to personal electronic devices. Great Valley Academy reserves the right to search content of personal electronic devices if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or GVA rules and regulations. Articulate facts at the inception of the search must support a school official's reasonable suspicion that a search of a personal electronic device is justified. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a GVA official search a personal electronic device based on curiosity, rumor, or hunch. GVA reserves the right to contact law enforcement at its discretion in order to preserve the safety of all students and staff at the school.

Suggestions and Complaints

All suggestions and complaints should be of a constructive nature and be in line with the values, mission, and philosophy of the school. Staff members are open to the opinions of students who would like to contribute in this positive way. Students may approach appropriate staff members directly and offer suggestions. If the suggestion cannot be dealt with at that level, the staff member will relay the suggestion to the school administration. A copy of the school's general complaint policy is available in the office.

FERPA Rights, Student Records and Directory Information

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day Great Valley Academy receives a request for access. Please note that the California Education Code permits access within 5 days of the request.

Parents or eligible students should submit to the Great Valley Academy Office Manager, a written request that identifies the record(s) they wish to inspect. The Officer Manager will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A student's education records will be available for review during the regular business hours of the school day.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Great Valley Academy to amend a record should write Great Valley Academy, Campus Principal, and clearly identify the part of the record they want changed, and specify why it should be changed. If Great Valley Academy decides not to amend the record as requested by the parent or eligible student, Great Valley Academy will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before Great Valley Academy discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Great Valley Academy Board of Directors. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which Great Valley Academy would otherwise use its own employees and who is under the direct control of Great Valley Academy with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, Great Valley Academy discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Great Valley Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

5. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information Great Valley Academy has designated as "directory information" under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

NOTICE FOR DIRECTORY INFORMATION

FERPA requires that Great Valley Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Great Valley Academy may disclose appropriately designated "directory information" without written consent, unless you have advised Great Valley Academy to the contrary in accordance with Great Valley Academy's procedures. The primary purpose of directory information is to allow Great Valley Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and

- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks. In addition, two federal laws require local educational agencies ("LEAs") receiving assistance under the Elementary and Secondary Education Act of 1965 ("ESEA") to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Great Valley Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Great Valley Academy in writing at the time of enrollment or re-enrollment. Great Valley Academy has designated the following information as directory information:

- Student's name;
- Address;
- Parent's/Legal Guardian address
- Telephone listing;
- Students' electronic mail address;
- Photograph;
- Date and place of birth;
- Dates of attendance;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received;
- The most recent educational agency or institution attended;
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. (A student's SSN, in whole or part cannot be used for this purpose.)

All written requests should be directed to Great Valley Academy, Campus Office Manager.

Visiting/Volunteering

Great Valley Academy – Board Policy No. 2018.040

While Great Valley Academy ("GVA") encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, GVA's priority is creating a safe environment for students and staff. Parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students, and we are grateful to parents for their willingness to volunteer in this manner.

Volunteers are individuals who donate their time, without financial compensation, to benefit GVA. The volunteer's participation may occur in a classroom setting during the school day or outside the school setting, as part of an extracurricular activity. School policy prohibits discrimination of volunteers on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

Volunteer Opportunities include:

- Tutoring/Mentoring
- Athletics
- Performing Arts/Music programs
- Classroom assistance

- School/classroom events like career fairs and field trips
- Before/After-school programs
- Non-classroom (main office, library/media center, etc.) assistance
- Playground/Recess supervision
- Fundraising events

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, GVA has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers shall be (1) fingerprinted and (2) receive Department of Justice background clearance prior to volunteering. GVA reserves the right to restrict certain activities performed by a volunteer based on their background report. Additionally, background reports with serious or felony convictions (pursuant to Ed Code 45122.1) or the requirement to register as a sex offender under California law (Penal Code 290) will be prohibited from volunteering.
2. A volunteer shall also have on file with GVA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment dated within the last 60 days and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis within the last 60 days before volunteering. If no risk factors are identified, an examination is not required and only a certificate be provided. Volunteers who are found to be free of infectious TB shall thereafter be required to have a TB Risk Assessment every four years.
3. Volunteer hours must be arranged with the classroom teacher at least forty-eight (48) hours in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide the volunteer may leave their volunteer position for that day.
5. **In accordance with federal law, all school volunteers are expected to maintain strict confidentiality while volunteering at the school.** All things that are seen and heard at school about employees or children and their families should be considered privileged/confidential information. Trust must be established and maintained in order for our volunteer program to be successful.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. This policy does not authorize GVA to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
8. Volunteers understand that they will not receive any compensation or salary, or any other health or retirement benefits, or workers' compensation insurance coverage while volunteering. Volunteers agree to waive all claims against GVA and hold GVA, its officers, agents, employees, authorizer, and volunteers harmless from any and all liability or claims which may arise out of or in connection with their participation in volunteering at GVA.

Visitation

1. Visits during school hours should first be arranged with the teacher, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All volunteers and visitors shall register in the Visitors Log Book and affix a Visitor's Sticker in a visible location on their clothing in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the campus Principal or designee may design a visible means of identification for visitors while on school premises.
3. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher, Principal and Chief Executive Officer's written permission.
4. Before leaving campus, the visitor shall sign out of the Visitors Log Book in the main office.
5. The Principal, or designee, may refuse to allow a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
6. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt GVA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
7. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor pursuant to California Penal Code 626.8.
8. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) school days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) school days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to GVA's Chief Executive Officer. The Chief Executive Officer shall address the complaint with the Principal and make a final determination.
9. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code 626.8, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will

be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

Disruptive conduct may lead to GVA's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Field Trip Chaperones

Parent chaperones are often needed for field trips during the school year. **Parents must be fingerprinted and have a clear TB certification on file before chaperoning a field trip.** When needed, teachers will notify parents of the opportunity to chaperone. If the number of parent volunteers is greater than the number of spots available for the field trip, a lottery will be held to determine the parents able to chaperone. **Siblings are NOT allowed to attend field trips.**

Assessment and Grading

Parents will be informed of their child's progress in school by an academic report card, a character education report card, or a conference. Parents receive academic and character report cards three times a year. Character building is an important part of our curriculum. GVA adheres to Common Core Standards.

Assessment of student progress will take several forms at GVA:

- NWEA
- CAASPP/CST - Standardized Testing and Reporting
- Curriculum/Local/Benchmark Assessments
- We report to students and parents by alternating academic report cards, character education report cards, and conferences. On our report cards we use a grading scale of:
 - **4** - Work that **exceeds** the standards for competence
 - **3** - Work that **demonstrates** the standards for competence.
 - **2** – Work that meets **partial** standards for competence
 - **1** – Work that meets **minimal** standards for competence

4: Above and beyond: A score of 4 is reserved for students who surpass mastery. "4" work requires exceptional accuracy (percentages), unique perspectives, rationales, applications, or effort that results in exemplary quality.

3: Mastery: A score of 3 indicates a student has achieved the learning outcome.

2: Nearing mastery: A score of 2 indicates that a student has not yet met the learning objective. Ideally, this would result in re-teaching or specific feedback that would support the student in earning at least a "3."

1: Not there yet: A score of 1 indicates that a student lacks understanding of the specific content standard. As with a score of 2, support is required to help this student progress to mastery.

Note: "3" and "4" work may be defined by the teacher from the onset. "4" work may also be undefined and left to the student to determine. Either way, Above and Beyond is a central idea in the GVA classroom.

Character Education

We recognize that character is a developmental process. All GVA community members will be expected to understand the different stages of maturation and the behaviors that correlate to each stage. Training will be

provided for all teachers, para's, students, and parents. Teachers will assess throughout the day. Students will self-assess and set goals.

Getting Extra Help for Your Student

If you feel your child is in need of extra support, talk with your child's teacher. We have an SST (Student Success Team) process for assessing needs and organizing more support.

Homework

Elementary: In order for children to grow and mature into competent young adults, they need to have time to spend with their families and participate in extra-curricular activities as well as have time to "just be kids" and play. To support our students with this, we will limit homework to reading 20 minutes a night, unfinished work, home projects, and math and spelling facts as needed. In an effort to prepare sixth graders for Junior High, sixth grade students will do math homework nightly.

Jr. High: Students should not be inundated by homework, but they need to have some on a regular basis in order to extend their learning and develop a good work habit. In general, Jr. High students will be given no more than one hour of homework each school night. Every assignment needs to be turned in on time. Turning in a late assignment means the child will not be prepared to fully

Achievement Testing

It is important that all schools regularly measure students' progress in learning. This has been shown by the Effective Schools Research to be one of the most important things we can do to make sure we have high student achievement. Here are the ways that we measure student learning at Great Valley Academy:

- Teacher- developed or textbook chapter and unit tests – All teachers routinely give assessments to their students on various lessons and units that they are teaching. These assessments are graded and make up the report card grade that parents receive.
- Reading Tests – All students in grades 1-8 are tested several times per year with the Developmental Reading Assessment or Quantitative Reading Inventory. These are national standard tests of reading fluency and comprehension that indicate which grade level an individual student can successfully read and comprehend. These results are reported to parents on our report cards.
- State/Federal Tests – California requires testing each year
- Cooperative and Individual Projects – In various subjects, projects are frequently assigned and assessed by teachers. These are designed for students to demonstrate learning within our curriculum.
- NWEA – North West Evaluation Association is an organization that provides research based computerized assessments for teachers that help them hone in on their students needs and abilities.

Most of the parents with whom we have spoken are pleased that we do not spend all year preparing for one test. They're also pleased their child is not experiencing a lot of pressure to perform satisfactorily on only one test. GVA teachers and parents consider the reading tests and growth shown on the internal benchmarks to be the most important measures of achievement. We are happy to discuss with you the measurements of achievement that we have chosen and to show you samples at any time.

Special Education

GVA is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. GVA provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (IDEIA), Education Code requirements. These services are available for special education students enrolled at GVA.

GVA offers high quality educational program and services for all its students in accord with the assessed needs of each student. GVA collaborates with parents, the student, teachers and other agencies as may be indicated, in order to best serve the educational needs of each student. If you have any questions or concerns related to special education or 504 services for GVA students, please contact the main office at (209) 545-7500.

Textbook & Chromebook Policy

Students may be issued textbooks and/or Chromebooks from their classroom teacher. Students are responsible for the care of their textbook and Chromebook. Textbooks and Chromebooks are assigned to students and the condition is noted. **Any textbook or Chromebook checked out to a student that is not returned or is returned in poor condition will have to be replaced at the parents cost.**

Students are expected to meet financial obligations to the school for such items as lost textbooks, **Chromebooks**, sports uniforms, fundraiser items, etc. Students **must** meet their current obligations as it may affect their ability to purchase yearbooks, purchase tickets to special events, participate in promotion ceremonies, etc.

Discipline Philosophy and Practice

At all times we will treat the students kindly and respectfully, and work to have warm relationships. At Great Valley Academy we have one school rule for all students and adults within the school. That rule is **“Do The Right Thing, Because It Is The Right Thing To Do.”** That is exactly what we want to teach our students.

We do the right thing as we go through our daily lives not because someone is going to give us a reward, or because we will be punished, but because it is the right thing to do. It will make us happier and those around us happier. Doing the right thing helps promote better learning.

At GVA we believe that talking it through will solve many problems. Teachers engage the students in reflecting on their behavior. We teach our students a process for talking through problems that promotes self-evaluation for improved behavior. The prevention of all discipline problems by developing good relationships with our students and creating classrooms that are need-fulfilling for students is a primary goal at Great Valley Academy. If a student does disrupt learning, we will:

- Ask the student to please do his/her work in another area of the room.
- A student may be asked to go to another classroom (which has been arranged ahead of time) until he/she is ready to rejoin his/her regular classroom.

If the student is disruptive in the hosting classroom, or the student's teacher believes the disruption is severe, then the student may go to the connecting room or alternate supervised location. During the time out of the classroom, the connector or an administrator will work with the child in order to help the student calm down and feel happier.

- If there is defiance, violence or threat of violence, administration will be contacted.

If the incident is severe enough (violence, threats, or repeated disruption of learning), it may warrant a suspension. Progressive discipline may be used in order to help the child improve behavior. For example progressive discipline may look like this:

1st Incident – The student goes home that day and also the next day.

2nd Incident – The student goes home, two-day suspension.

3rd Incident – The student goes home, three-day suspension.

State of California Law Regarding School Safety

It is the policies of the State Board of Education that all students enrolled in public schools in California have the right to safe schools. The State Board believes that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm.

Drug and Alcohol Free School

Great Valley Academy will take a firm but compassionate approach toward students using drugs and/or alcohol. Our policy is aimed at taking a firm disciplinary stance for drug and alcohol related incidents at school.

At the same time, we recognize that some students may require drug and/or alcohol treatment information and access to drug and/or alcohol treatment programs in order to truly become drug and alcohol free.

Gun-Free School Zone Act

Pursuant to Penal Code 626.9 known as the Gun-Free School Zone Act of 1995, any person who possess a firearm in a place that the person knows, or reasonably should know, is a school zone, shall be punished according to PC 626.9.f. A “school zone” means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 – 12, inclusive, or within a distant of 1,000 feet from the grounds of the public or private school. Great Valley Academy has zero tolerance for gun and weapon possessions on campus or GVA sponsored events. Local authorities will be contacted for any violation.

Tobacco Use

State of California law prevents anyone from using any form of tobacco on school premises. Please extinguish cigarettes, cigars, pipes and discard any other forms of tobacco before entering our parking lot/driveways and other school property.

Suicide Prevention Policy

In response to California State Assembly Bill 2246, Great Valley Academy has adopted a suicide prevention policy. If you would like to review the suicide prevention policy, please contact the campus office.

Student/Staff Interaction Policy

Adopted Board Policy 2019.47- April 2019

GVA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent excessive damage to property.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all GVA staff in conducting themselves in a manner that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct, harmful, or abusive. Staff must understand their own responsibility for ensuring that they do not violate the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Violations could subject the employee to discipline up to and including termination. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

The following examples are not exhaustive lists:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Any type of inappropriate physical contact with a student. This includes but is not limited to; massages, lingering touches, squeezing, stroking of hair, touches to private body areas.
- (c) Intentionally being alone with a student away from the school.
- (d) Making or participating in sexually inappropriate comments, storytelling or jokes.
- (e) Seeking emotional involvement with a student for your benefit.
- (f) Becoming involved with a student such that a reasonable person may suspect inappropriate behavior.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any off school property or after-school activities.
- (b) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes.
- (c) Keeping the door open when alone with a student.
- (d) Keeping reasonable space between you and your students.
- (e) Stopping and correcting students if they cross your own personal boundaries.
- (f) Keeping parents informed when a significant issue develops about a student.
- (g) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (h) Involving your supervisor if conflict arises with the student or has the potential to become severe.
- (i) Making detailed notes about an incident that could evolve into a more serious situation later.
- (j) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (k) Recommend asking another staff member to be present if you will be alone with a student.
- (l) Pats on the back, high fives and handshakes are acceptable.
- (m) Hugs of an appropriate nature, often student initiated, that are quick, non-sexual, and side to side when possible. For the purpose of this policy, the term "hug" is defined as a quick and appropriate embrace between a staff member and student as form of admiration, respect and/or care. GVA's philosophy of Safe, Loved and Learning allows for safe interactions such as hugs in order to support students overall well-being and foster authentic adult interactions. Hugs should in no way be excessive, aggressive, lasting for a prolonged period of time.
- (n) Keeping your professional conduct a high priority.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; 3) engaging in a rescue or application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having violated the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to an Administrator promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. The Administrator will notify the Chief Executive Officer or designee promptly upon investigation.

Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or obtain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone immediately and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Please refer to GVA policy resolution 2019.046 for detailed reporting requirements.

Investigating

The Administrator will promptly investigate, document and report to the Chief Executive Officer or designee the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating Administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as reasonably as possible. The Chief Executive Officer or designee shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Chief Executive Officer or designee shall report to the Governing Board any conclusions reached. The Chief Executive Officer or designee shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who violate this policy will be subject to disciplinary action up to and including termination, and where appropriate, will be reported to authorities for potential legal action.

Non-Discrimination Statement

GVA shall not discriminate against any student or employee on the basis of (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code or association with an individual who has any of the aforementioned characteristics).

The School adheres to all provision of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA) and the Individuals with Disabilities In Education Improvement Act of 2004 (IDEIA).

GVA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Title IV, VI, and VII of the Civil Rights Act of 1964 (race, color or national origin); The Age Discrimination in Employment Act of 1967; The Age of Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental and physical disability). GVA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law ordinance or regulation. GVA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which GVA does business, or any other individual, student, or volunteer. This applies to all employees, students, volunteers and relationships, regardless of position or gender. GVA will promptly and thoroughly investigate a complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the GVA Uniform Complaint Procedures (UCP) Compliance Officer:

Roop Pannu, Vice-Principal (209) 545-7500

Suspected Child Abuse

All GVA staff members are mandated to report any and all known or suspected incidents of child abuse to Child Protective Services (CPS) as soon as practically possible. This mandate represents a legal and ethical responsibility to protect children and ensure that their physical, mental, and emotional needs are met and nurtured. This mandate also aligns with GVA's commitment to ensure that all students are safe, loved, and

learning. As such, GVA staff accepts their responsibility as mandated reporters and will act in accordance to this mandate at all times and in all circumstances.

Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434 (a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Runaway children or children who are abandoned; and
5. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Chief Executive Officer or designee designates the following staff person, Vice Principal, Roop Pannu as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).). The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelter and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter and Board policy.
7. Parents/guardians are fully informed of all transportation services as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at GVA, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

Bullying/Harassment

Harassment is a violation of state and federal law as well as Federal Charter School policy. It can take the form of verbal or physical threatening and conduct of a racial or sexual nature. Such behavior will not be tolerated at Great Valley Academy. Examples of harassment include, but are not limited to, vulgar or obscene comments and/or jokes, unwelcome hugging or touching, referring to someone in demeaning terms, starting or spreading demeaning rumors about the life of another individual.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

It is the policy of the State of California to afford all persons in public schools equal rights and opportunities in the educational opportunities of the state, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of Penal Code (and as amended).

Great Valley Academy Charter School believes that all students have a right to a safe and healthy school environment. Schools and their respective communities have an obligation to promote mutual respect, tolerance, and acceptance.

Great Valley Academy Charter School will not tolerate behavior that infringes on the safety or wellbeing of any student. As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is based on the actual or perceived characteristics of disability, mental health condition, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. A student shall not intimidate, harass, discriminate against or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, threatening, or name-calling; and social isolation or manipulation.

To the extent possible, the Charter School will make reasonable efforts to prevent student from being discriminated against, harassed, intimidated and /or bullied, and will take action to investigate, respond and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

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

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

Russell Howell (Principal) or Roop Pannu (Vice-Principal) – (209) 545-7500

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School. GVA is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a nature when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of

an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis or employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidation, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature
- Unwanted sexual advances, propositions or other sexual comments
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment

The above list is not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably

- believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to"
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition or "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable for the photograph, visual recording, or other electronic act.
- b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

Reporting

- GVA Charter School expects students and/or staff to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to immediately report such incidents to the Principal or Vice Principal (who will inform the Principal). For purposes of this policy, the Principal serves as the "Policy Coordinator" for implementation of this policy, and can be reached at (209) 545-7500. Staff members are required to intervene and report as indicated in this policy. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.
- Staff members that witness alleged acts of misconduct prohibited by this policy shall take immediate steps to intervene when safe to do so and call for assistance, as needed. Other members of the school community, including students, parents/guardians, volunteers, and visitors witnessing or experiencing bullying are strongly encouraged to report the incident to the Policy Coordinator; such reporting will not reflect on the target/victim or witnesses in any way.
- Students are expected to immediately report alleged acts of misconduct prohibited by this policy, as well as any other form of teasing or other verbal or physical abuse to the campus Principal or Vice-Principal (within 60 days of occurrence). Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.
- While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office of Civil Rights.
- GVA Charter School prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the

workplace as required by law. Great Valley Academy will also provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff members to build each school's capacity to maintain a safe and healthy learning environment.

Investigation

- Each and every complaint of misconduct prohibited by this policy will be promptly and thoroughly investigated by the Policy Coordinator or designee, upon notification of the complaint. Students can rely on staff to investigate each complaint in the most confidential manner possible under the circumstances.
- At the conclusion of the investigation, the Policy Coordinator or designee will notify the complainant of the outcome of the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Policy Coordinator or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.
- Complaints shall be investigated and resolved within (30) school days, unless circumstances reasonably require additional time.
- All records related to any investigation of misconduct prohibited by this policy will remain in a secure location in the District Office of Great Valley Academy.
- In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.
- The school will make reasonable efforts to keep a report of misconduct by this policy and the results of investigation confidential.

Consequences

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

Uniform Complaint Procedures

- When harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a Uniform Complaint procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Appeal

- Should the complainant find the Policy Coordinator's unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

*Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying, harassment, intimidation, or sex-based misconduct. Students who violate this policy are subject to disciplinary action up to and including expulsion.

Additionally, all staff, students and their parents will receive a summary of this policy prohibiting discrimination, harassment, intimidation, bullying, and violations of Title IX: at the beginning of the school year, as part of the student handbook and/or information packet.

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

Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date

Print Name

To be completed by Great Valley Academy:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Procedure (UCP) Annual Notice

GVA has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying; complaints alleging violation of state or federal laws governing educational programs, including the charging of unlawful pupil fees and non-compliance with the Local Control Funding Formula.

GVA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person’s association with a person or group with one or more of these actual or perceived characteristics, in any GVA program or activity that receives or benefits from state financial assistance.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP (CDE Update 9/2020) - <https://www.cde.ca.gov/re/cp/uc/>

- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with a Principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within ~~six (6)~~ twelve (12) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Principal or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within ~~sixty (60)~~ thirty (30) days from the receipt of the complaint. This ~~sixty (60)~~ thirty (30) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with GVA's procedures.

The complainant has a right to appeal GVA's Decision to the California Department of Education (CDE) by filing a written appeal within ~~fifteen (15)~~ thirty (30) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of GVA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of GVA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be posted in every classroom and available free of charge in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

*To review the civil rights handbook for the child nutrition program, please visit <http://www.cde.ca.gov/ls/nu/cr/crfactsheet.asp>



Uniform Complaint Procedure Discrimination/Harassment Complaint Reporting Form

In accordance with the Great Valley Academy's Uniform Complaint Procedures (5 CCR 4620) each school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220. It is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

I. Contact Information:

Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____ Work or Cell Phone: _____

II. Complainant

You are filing this complaint on behalf of: ☐ yourself ☐ your child or a (student) ☐ another student ☐ a group
If filing for someone other than yourself, please provide name, grade and date of birth: _____

III. School Information

School Name: _____
Principal's Name: _____
Address: _____
City: _____ State: _____ Zip: _____

IV. Basis of Complaint:

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation and bullying you experienced,

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

- | | |
|---|--|
| <input type="checkbox"/> Education Opportunities to Foster/Homeless Youth | |
| <input type="checkbox"/> Child Care & Development | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Migrant Education |
| <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Pupil Fees for Educational Activities |

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

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

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

List the **individuals** involved in the incident(s) complaint of:

List any **witnesses** to the incident(s):

Describe the **location where** the incident(s) occurred:

Please list **all the date(s) and times** when the incident(s) occurred or when the alleged acts first came to your attention:

What steps, if any, have you taken to resolve this issue before filing a complaint? Have you spoken with GVA personnel, if so, who and when?

Please provide copies of any written documents that may be relevant and supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature of Person Filing Complaint

Date

Print Name

To be completed by Great Valley Academy:

Received by: _____

Date Filed: _____

Title: _____

Please provide a duplicate copy to the complainant.

Where to File a Complaint for Child Nutrition Program

To file a program or Civil Rights complaint, please contact one of the following agencies listed below:

Great Valley Academy
Civil Rights Coordinator
3200 Tully Road
Modesto CA 95350
209-576-2283

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-2342
916-323-8521 **or** 800-952-5609

or

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992

Federal Relay Service 800-877-8339 (English) or 800-845-6136 (Spanish)

Note: The USDA will investigate and process all complaints of discrimination.

All program complaints filed with the NSD are resolved at the state level. The NSD Complaint Coordinator logs the complaint, refers it to the appropriate program or Field Services Unit, and tracks it through resolution. The NSD reserves the right to conduct unannounced site visits to determine the validity of all allegations.

Wheeled Items Policy

Use of bicycles, skateboards, scooters or other similar vehicles are prohibited on campus during the school year. At the perimeter fence students will dismount and walk. GVA is not responsible for lost or stolen personal items brought to campus.

Rational:

Safety of everyone on campus is a primary value of GVA. Current practice for movement on campus sidewalks are to walk or skip.



Great Valley Academy

Student Use of Technology and Acceptable Use Agreement

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

Educational Purpose

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

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

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

Notice and Use

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

Safety

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

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

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

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

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

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Director or designee shall block access to such sites on Charter School computers with Internet access. The Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

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

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

ACCEPTABLE USE

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
 - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.

3. Protection Measures. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. Electronic Information Resources (Internet). The Charter School recognizes the importance of providing student's access to Electronic Information Resources (Internet) in order to enhance and support age and grade appropriate school adopted instructional goals and standards. It is the Charter School's intent to protect students from inappropriate information but school personnel cannot screen all materials available on the Internet. Willful access to inappropriate material is a violation of school policy and may result in the revocation of network privileges and other disciplinary action consistent with the law and designated school rules.

Guidelines for Use of Electronic Resources (Internet)

- a. Be Polite: Never send or encourage others to send messages that are not polite. Use electronic resources wisely. Log off when you are finished.
- b. Use Appropriate, Respectful Language: In your messages, always use language that you know is appropriate and respectful.
- c. Privacy: Do not send any message that includes personal information such as your name, home address or phone number of yourself or any other person.
- d. Misuse: Report any misuse on the Internet to your teacher/principal.
- e. Electronic Mail (E-mail): Use e-mail for educational purposes only.
- f. Vandalism: Never move, delete, or trash any applications or files that are not yours.
- g. Information: Some information accessed by the use of electronic services may or may not be accurate. The Charter School makes no guarantees of any kind concerning the accuracy of information obtained online

5. Inappropriate Use. Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:

- a. Playing games or online gaming.
- b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
- c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
- e. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.
- f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
- g. Participating in political activities.
- h. Conducting for-profit business.
- i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
- j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
- k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.

I. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

6. No Expectation of Privacy. Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

7. Disruptive Activity. Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.

8. Unauthorized Networks. Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.

9. Technology Systems/Equipment Care. Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

10. Consequences of Inappropriate Use. Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.

11. Google Suite for Education. Students will have access to and use G Suite for Education. G Suite for Education is a set of education productivity tools from Google Education Core including Gmail, Calendar, Docs, Classroom, and more used by tens of millions students and teachers around the world. Great Valley Academy students will use their G Suite accounts to complete assignments, communicate with their teachers, sign in their Chromebooks, and learn 21st century digital citizenship skills. For information on privacy regarding G Suite for Education, please visit https://gsuite.google.com/terms/education_privacy.html. By agreeing to the Student Use of Technology and Acceptable Use Agreement, you are providing permission for your student to use a G Suite for Education account.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete the acknowledgement form to indicate your agreement with the terms and conditions provided. The signatures of both the student and parent/guardian are required before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

Morning Drop-off Procedures

Gates open at 8:05 am

Lot A: This lot is reserved for parents planning to park and walk their child to class. This is not a drop-off zone. **Only park in the area designated for GVA parking. Parking beyond this space is reserved for Modesto Christian parking ONLY at All TIMES.** This lot will not be accessible if it is full. There is handicap parking available nearby.

Street Parking: Parking is **NOT** allowed on Sisk Road. Please do not block entrances/exits/road ways. DO NOT park in front of Modesto Christian property.

Drop-off zone: Please utilize! We can accommodate more cars than ever in our new drop-off loop. The entrance is single lane. At the first turn, the road become two lane. The home stretch will accommodate three lanes of cars. Please follow the directions of any and all GVA staff members. Children must remain in cars until a GVA staff member opens their door and invites them out.

Lot C (Office & Kids' Care): This lot is reserved for parents planning to park and walk their child to class. This is not a drop-off zone. Lot C will utilize a separate entrance than that of the drop-off zone. Please follow the direction of lot attendants. **If attempting to exit prior to the end of drop-off time, you must do so as close to Sisk Road as possible.** Again, follow the direction of GVA staff stationed at the exit, as you must work in concert with the flow of traffic within drop-off. **Do NOT attempt to merge with drop-off traffic.**

Lot E: **If parking here in the a.m., you will not be allowed to exit until drop-off is complete at 8:30 am.** This lot is reserved for parents planning to park and walk their child to class. This is not a drop-off zone. Please follow the direction of lot attendants. Entrance to Lot E is accessed at the end of Sisk Road. Exit from Lot E is accessed via the drop-off home stretch.

Kids' Care: If your student arrives prior to 8:05am and does not attend a before school program (i.e., music), they will be sent to Kids' Care and parent/guardian will be charged according to the standard drop-in rates.

Afternoon Pick-up Procedures

Gates open at 3:25 pm or 11:55 am (Fridays)

GVA asks that all K-6 students be picked up at their classroom by a parent/guardian. If you wish to add individuals to your approved pick-up list, you may do so on the Contact Modification form found in the office.

Junior High students: Junior high students are released at the end of the day and do not require parental pick up from the classroom. Until routines are better established, junior high students are invited to wait for parents in the junior high quad area. It may be difficult to tell these students where to meet you, so you may choose to have them wait for you there. If the junior high student has a younger sibling, they are encouraged to go to their sibling's classroom to meet parents there. Please stress to your junior high child how important safety is, particularly regarding parking areas.

Lot A: This lot will best serve parents of 5th – 8th grade students who do not have younger GVA siblings. **Only park in the area designated for GVA parking. Parking beyond this space is reserved for Modesto Christian parking ONLY at All TIMES.** This lot will not be accessible if it is full. There is handicap parking available nearby.

Street Parking: Parking is **NOT** allowed on Sisk Road. Please do not block entrances/exits/road ways. **DO NOT** park in front of Modesto Christian property.

Drop-off: The drop-off loop will not be utilized after school for the first couple of weeks of school. This loop will be utilized for Curb Side Pick Up after families have been identified. Instructions for Curb Side Pick Up will be attached to your labeled tags.

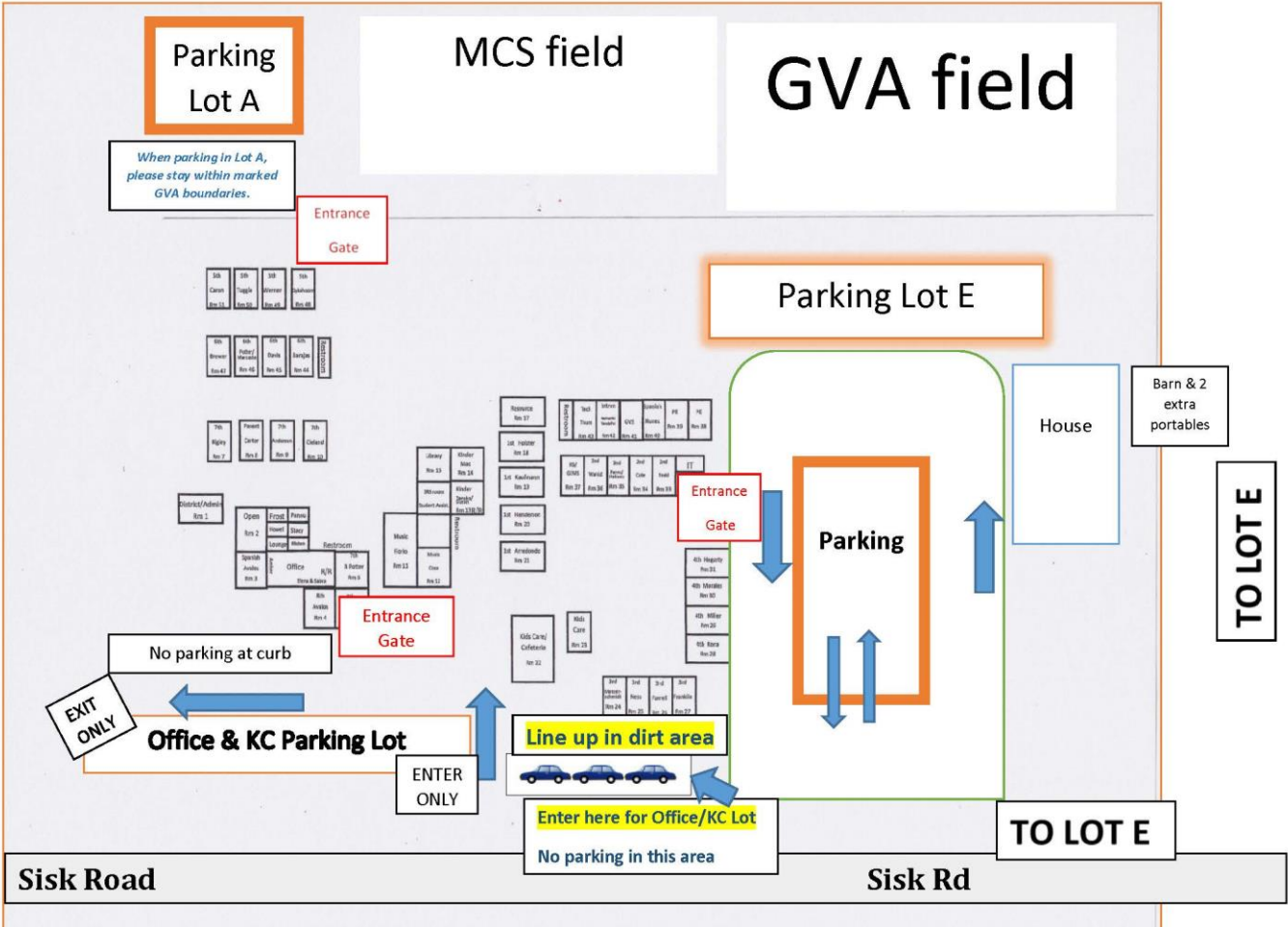
Lot C (Office & Kids' Care): Lot C will utilize a separate entrance than that of the drop-off zone. Please follow the direction of lot attendants.

Lot E: **Lot E will not open until 3:30 pm.** Please follow the direction of lot attendants. Entrance to Lot E is accessed at the end of Sisk Road. Exit from Lot E is accessed via the drop-off home stretch.

Kids' Care: If your child is enrolled in after school Kids' Care, GVA staff will ensure that your child arrives promptly and safely. If your student is not picked-up by 3:45pm, they will be sent to Kids' Care and parent/guardian will be charged according to the standard drop-in rates.

GVA SALIDA CAMPUS MAP

Great Valley Academy Salida Parking Lot Map



**Great Valley Academy Charter School
Certificated Administrator Salary Guide
Effective 2021-2022**



Certificated Administrator Salary Position	Salary Range	
Principal	\$80,000	\$130,000
Sr. Vice-Principal	\$85,000	\$110,000
Vice-Principal	\$65,000	\$84,500

Changes in salary are contingent upon budget availability.

Board Approved: XX/XX/XXXX

**MEMORANDUM OF UNDERSTANDING
BETWEEN
LOCAL EDUCATIONAL AGENCIES OF THE STANISLAUS COUNTY SPECIAL
EDUCATION LOCAL PLAN AREA**

This is a memorandum of understanding ("MOU") made and entered into between CBK Charter, Ceres Unified School District, Chatom Union School District, Connecting Waters Charter, Denair Unified School District, Empire Union School District, Fusion Charter School, Graton School District, Great Valley Academy Modesto, Great Valley Academy Salida, Hart-Ransom Union School District, Hickman Community Charter District, Hughson Unified School District, Keyes Union School District, Knights Ferry School District, Newman-Crows Landing Unified School District, Oakdale Joint Unified School District, Paradise Elementary School District, Patterson Joint Unified School District, Riverbank Unified School District, Roberts Ferry School District, Salida Union School District, Shiloh School District, Stanislaus County Office of Education, Stanislaus Union School District, Sylvan Union School District, Turlock Unified School District, Valley Business Charter, Valley Home Joint School District, and Waterford Unified School District (hereinafter, collectively, "Parties"), which are all local educational agency ("LEA") members of the Stanislaus County Special Education Local Plan Area ("SELPA"), a political subdivision of the State of California.

The purpose of this MOU is to ensure that, when necessary, students have access to special education programs and/or services operated by an LEA member district of service ("DOS") when appropriate program(s) and/or appropriate services are not available in the LEA member district of special education accountability ("DSEA") for the pupil. The DSEA is the District in which the pupil resides or the charter school in which the pupil is enrolled.

RECITALS

WHEREAS, the federal Individuals with Disabilities Education Improvement Act ("IDEA") and related California law entitle students with disabilities to a free appropriate public education ("FAPE") consisting of special education and related services; and

WHEREAS, the DSEA is responsible to ensure that eligible students with disabilities, who are enrolled in the DSEA, receive special education and related services in the least restrictive environment to meet their individual needs; and

WHEREAS, the DSEA is responsible to develop individualized education programs ("IEPs"), and make available a continuum of program options, including related services, to eligible students with disabilities who are enrolled in the DSEA; and

WHEREAS, the DOS operates special education programs and services that are available for access by a DSEA that is a party to this Agreement to provide DSEA students with DOS placement and services in accordance with that student's IEP and this MOU;

THEREFORE, in consideration of the mutual covenants, terms, and conditions, it is understood and agreed by and between the Parties as follows:

AGREEMENT

I. DESCRIPTION OF PLACEMENTS AND SERVICES

The DOS shall provide the placements and/or services to the DSEA student, consistent with a student's IEP and this MOU, and in exchange for the Compensation set forth in Section IV of this MOU.

- A. Placement. The DOS shall provide placement for the DSEA in accordance with the student's IEP:
 - 1. The DOS shall provide the placement, including qualified personnel, in accordance with all applicable federal and state statutes and regulations.
 - 2. The DOS shall be the properly assigned regionalized provider for the associated classroom or service. See SELPA policy on Regional Programs and Services/Geographic Zones for further information.
 - 3. DOS personnel shall attend all IEP team meetings in accordance with Section I.C. for the DSEA student for whom the DOS is providing the placement.
 - 4. A DSEA representative may do on-site visits of the placement provided by giving the DOS a minimum of two (2) school days advance notice.
- B. Related Services: The DOS shall provide the related service(s) to the DSEA student in accordance with the student's IEP:
 - 1. The DOS shall provide the related service(s), including qualified personnel, in accordance with all applicable federal and state statutes and regulations.
 - 2. DOS personnel shall attend all IEP team meetings in accordance with Section I.C. for the DSEA student for whom the DOS is providing the related service(s) unless the DSEA indicates that the DOS personnel are not necessary members of the IEP team for a specific IEP team meeting.
- C. IEPs and IEP Team Meetings: The DOS is responsible for scheduling and issuing a Notice of Meeting for all IEP team meetings and for ensuring that the IEP team has all legally-mandated members. The DSEA is responsible

for making the offer of FAPE; however, as noted in Section C.6.ii., below, the DOS shall provide assistance to the DSEA in development of the offer of FAPE.

1. Prior to initial placement and/or services by the DSEA of a student into the DOS placement and services, the DSEA must conduct all necessary assessments to determine the student needs. Assessment reports shall not be more than three (3) years old at the time the DOS begins serving the DSEA student.
2. Prior to initial placement by the DSEA of a student into DOS placement and/or services, the DSEA must convene an IEP meeting to identify potential placement and service options, and document the need for placement and/or services to be provided outside of the DSEA. The DSEA must either:
 - i. determine the availability and appropriateness of placement and/or services in a member LEA DOS by contacting the special education administrator for the DOS, coordinate observations and an IEP meeting with the DOS, and arrange for and provide/fund transportation for the student to attend the placement and/or service within the DOS; or
 - ii. invite the member LEA DOS to the IEP meeting noted in Section 1.C.2, above, as part of the discussion of all placement options considered by the IEP team. If requested by the DOS, prior to beginning the placement and/or service in the DOS, the DSEA must coordinate observations and IEP meetings with the DOS. The DSEA must arrange for and provide/fund transportation for the student to attend a placement and/or service within the DOS.
3. The DSEA and the DOS shall cooperate in scheduling IEP team meeting dates, times, and locations, and in determining whether personnel from the DOS are necessary members of an IEP team.
4. Where the DOS personnel are required members of an IEP team, but need to be excused in whole or in part, the DOS agrees to comply with federal and state statutes and regulations pertaining to IEP team meeting excusals, including providing the parent/guardian and the IEP team with written input into the development of the IEP prior to the IEP team meeting when required by law.
5. The DOS shall assist the DSEA in developing and implementing the IEP by doing the following:
 - i. Track referral, assessment, and IEP timelines;

- ii. Draft IEPs;
 - iii. Assist the DSEA in developing its offer of FAPE;
 - iv. Ensure that progress reports from DOS service providers are provided to parents in accordance with the student's IEP; and
 - v. Assist the DSEA with investigating and responding to compliance complaints, special education audits, and other investigations or complaints related to the placements and/or services provided by the DOS.
- 6. DOS personnel will provide input and make recommendations during IEP team meetings regarding the student's present levels, goals, placement, related services, accommodations, modifications, and supports needed to provide the student with a FAPE.
 - 7. The IEP team shall have responsibility for determining the appropriate placement and related services for the student in accordance with applicable federal and state statutes and regulations.
 - 8. DOS personnel shall sign as participants in the IEP team meeting on the IEP signature page.
 - 9. The DOS may hold an IEP meeting based on concerns regarding a student's performance and/or the need to discuss a possible change in the student's IEP. The DOS shall invite a representative from the DSEA to attend any IEP meeting held for a DSEA student.
 - 10. The DOS shall make the DSEA aware of any parent or guardian concerns regarding a student for whom the DOS is providing a placement and/or service within two (2) business days of receipt.
- D. Present Levels and Progress Reports: The DOS agrees to provide to the student's parents/guardians and to the DSEA present levels of academic achievement and functional performance and progress on goals for students being served by the DOS pursuant to the IEP. The DOS shall comply with all applicable federal and state statutes and regulations in developing the present levels of academic achievement and functional performance and the progress on goals.

II. NOTICES TO PARTIES

- A. All notices required or authorized by this MOU shall be in writing and shall be deemed to have been served if delivered personally or deposited in the United States Mail, postage prepaid for first class mail, and properly

addressed to the individual and address information determined by each LEA. Changes in contact person or address information shall be made by notice, in writing, to the other party.

- B. The Parties shall notify each other as soon as possible if any party becomes aware of any circumstances that prevent a student from receiving services under this MOU (e.g. hospitalization, admission to juvenile hall, placement in foster care, etc.).
- C. The Parties shall notify each other of a change in a student's residence within five (5) business days of the party's knowledge of that change.

III. COMPENSATION

- A. The Parties agree that the placements and/or services provided by the DOS under this MOU will first be funded, if applicable, from Medi-Cal or other non-educational local, state, and federal funding sources. The DOS, prior to billing the DSEA, shall diligently pursue all available funding for children who qualify for Medi-Cal or other non-educational local, state and federal funding. Once the Medi-Cal or other non-educational local, state, and federal funding sources have been exhausted or determined inapplicable, the net costs of the services provided in this MOU shall be billed to the DSEA based on the actual net cost for the DOS to serve the student.
- B. Billing rates: The applicable billing rates for placements and/or services provided by a DOS under this MOU are listed in Exhibit A and are hereby incorporated into this MOU. Changes to billing rates shall only be made on November 1st, February 1st, and April 15th of the academic year at issue, and only if the DOS's cost to run the specific placement or provide the service for the student changes.
- C. Billing To and Payment By DSEA: Billing shall happen through the SELPA office and accounting system and the payments automatically deducted according to the Fee for Service (FFS) Transfer Authorization Schedule. The FFS Transfer Authorization Schedule shall be established by the SELPA office annually at the beginning of each school year. (See SELPA Policy on Administrative Regulations: Revenue & Expenditures; 2020-2021 Fee for Service Transfer Authorization Scheduled; Policy: Fee for Service and Cost Parameters; Fee for Service Descriptors)..
 - 1. The DOS will ensure the SELPA provides the following documentation with each monthly billing statement, that will allow the DSEA to reference the placement and/or services provided to a DSEA student:
 - i. Name of each student served;
 - ii. Date of birth for each student served;

- iii. Date(s) of placement and/or service;
 - iv. Location(s) where placement and/or services were provided;
 - v. Type(s) of placement and/or services provided;
 - vi. any Medi-Cal or other non-educational local, state, and federal funding sources received; and
2. The final determination of cost for the school year will be calculated pursuant to through the true-up process, which is explained in the SELPA Policy, Administrative Regulation: Revenue and Expenditures.
- D. Entitlement to Compensation for Placement and/or Services Provided:
- 1. The DOS shall be entitled to compensation under this MOU only for the cost(s) to run the placement and/or services designed for the student.
 - 2. However, the DOS shall not be entitled to compensation for placements and/or services provided to an individual student per the terms of this MOU if:
 - i. The DOS provided placement and/or services to an individual student that was not listed specifically within the student's IEP as a placement or service to be provided by the DOS at the time the DOS provided the placement and/or services; or
 - ii. The DOS failed to provide the placement and/or services in accordance with this MOU and applicable federal and state statutes and regulations.
- E. The DSEA agrees to pay the DOS for the cost of the actual placements and/or services delivered under this MOU to which the DOS is entitled to compensation under Section III.C., In the event the DSEA contests a portion of the billing statement, the DSEA and the DOS shall cooperate with the SELPA office to resolve the contested portion of the billing, but the remainder of the billing statement shall continue to be due and payable.

IV. PRIVACY AND RECORDS

The Parties acknowledge and agree to act to ensure the protections afforded to student records under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. section 1232g; and under provisions of state law relating to privacy. The Parties shall ensure that all activities undertaken under this MOU will conform to the requirements of these laws, when applicable. When requested by the DSEA, the DOS will provide, within five (5)

calendar days, documentation related to services provided under the terms of this MOU to the extent permitted by law.

V. INDEMNITY

- A. In furtherance of the SELPA Policy: Administrative Regulation: Closing, Combining, Relocating, Take Back and/or Discontinuance of Regional Programs and Related Services, the DOS shall indemnify and hold harmless the DSEA (and its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives) from and against any and all liabilities, penalties, fines, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including, but not limited to, consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its service hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions by the DOS, its employees, agents, subcontractors, independent contractors, consultants, or other representatives, provided that this shall not apply to injuries or damage to the extent that the DSEA has been found in a court of competent jurisdiction to be liable by reason of its own negligence or willful misconduct.
- B. The Parties agree that failure by DOS to:
1. Properly provide special education or related services listed in a student's IEP, including maintaining and providing proper documentation of such placement and/or services; or
 2. Attend student's IEP where the DOS has provided student with special education or related services,
- shall constitute negligence, willful misconduct, and/or wrongful or willful acts for omissions for purposes of Section V.A.
- C. The DSEA shall indemnify and hold harmless the DOS (and its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives) from and against any and all liabilities, penalties, fines, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including, but not limited to, consequential damages, loss of use, extra expense, cost of facilities, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its service hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions by the DSEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives, provided that this shall not apply to

injuries or damages to the extent that the DOS has been found in a court of competent jurisdiction to be liable by reason of its own negligence or willful misconduct.

- D. In the event any action or proceeding is brought against any Party by reason of any claim or demand discussed in this section, upon notice, the indemnifying Party shall defend the action or proceeding, at the indemnifying Party's expense, through counsel reasonably satisfactory to the other Party. The obligation to indemnify set forth in this section shall include reasonable attorneys' fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is made.
- E. The indemnifying Party's obligations under this section shall apply regardless of whether the other Party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any liabilities, penalties, fines, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs determined by an arbitrator or court of competent jurisdiction to be caused by the sole active negligence or willful misconduct of the other Party, its officers, employees, trustees, or agents.
- F. This indemnity provision shall survive the term of this MOU and is in addition to any other rights or remedies that the Parties may have under law and this MOU.

VI. DUE PROCESS HEARINGS (See SELPA Administrative Regulations: Closing, Combining, Relocating, Take Back, and/or Discontinuation of Regional Programs and Related Services)

- A. For any special education due process matter, the Parties acknowledge that the DOS is not a "public educational agency" pursuant to Education Code sections 56500 and 56501 and is not an appropriate party to that action. If the DOS is named as a respondent in a special education due process matter, the DSEA will cooperate in dismissing the DOS as a party. The Parties agree that the dismissal discussed herein has no impact on Section V, above.
- B. The Parties acknowledge that any responsibility of either Party for implementing stay put during the pendency of due process procedures are not affected by this MOU. The DOS agrees to continue providing services under the terms of this MOU to any student where required as "stay put."
- C. Although the DOS will not be named by the DSEA as a party to due process proceedings under the IDEA's procedural safeguards, the DOS agrees to cooperate with the DSEA in administrative or other legal proceedings

involving special education students receiving services from the DOS pursuant to this MOU.

1. The DOS shall ensure that relevant staff are available and may provide copies of source documents related to services provided under terms of this MOU to the extent permitted by law.
2. The DSEA agrees to reimburse the DOS for all reasonable staff costs and administrative costs.

(From SELPA Administrative Regulation: Closing, Combining, Relocating, Take Back and/or Discontinuance of Regional Programs and Related Services) Regional operators are responsible for making arrangements to provide related services for their programs. Failure to provide related services such as speech and language therapy, adapted physical education, counseling, etc., has the potential of making any district that feeds into a regional program legally responsible for attorney fees and compensatory education damages, if neglect was determined at mediation or in a due process hearing. For this reason, all regional providers, including SCOE, shall be responsible for reimbursing feeder districts all legal fees and costs that result in compensatory education damages in the event a regional program operator fails to provide the necessary related services outlined in a student's IEP.

VII. INTEGRATION

This MOU represents the entire understanding of the Parties as to those matters contained herein, and supersedes and cancels any prior oral or written understanding, promises or representations with respect to those matters covered hereunder. This MOU may not be modified or altered except in writing, specifying the changes and effective date(s), signed by all Parties hereto. This is an integrated agreement.

VIII. LAWS AND VENUE

This MOU shall be interpreted in accordance with the laws of the state of California. If any action is brought to interpret or enforce any term of this MOU, the action shall be brought in a state or federal court situated in the County of Stanislaus, state of California, unless otherwise specifically provided for under California law.

IX. THIRD PARTY RIGHTS

Nothing in this MOU shall be construed to give any rights or benefits to anyone other than the Parties.

X. SEVERABILITY

The unenforceability, invalidity or illegality of any provision(s) of this MOU shall not render the other provisions unenforceable, invalid, or illegal.

XI. TERM

- A. This MOU shall cover the period of July 1, 2021 through June 30, 2022. This MOU shall terminate as of the close of business on June 30, 2022. The DOS agrees to complete all services and execute other duties contained within said Description of Placements and Services (see Section I, above) by July 1, 2021, unless otherwise stated in this MOU. Absent further amendment to this MOU, the DOS shall not be entitled to reimbursement pursuant to this MOU for any services provided after June 30, 2022.
- B. Any Party shall have the right to terminate this MOU without cause upon a minimum of sixty (60) calendar days written notice to the other Party.
- C. This MOU will be effective among any DOS and/or DSEA who provides full execution.

XII. INTERAGENCY DISPUTE RESOLUTION

In the event that either Party disputes the meaning of the terms of this MOU, the Parties shall attempt to resolve the dispute in good faith first through a joint meeting of their representatives. If an agreement cannot be reached through the joint meeting, then the Parties agree to attempt to resolve the dispute in a meeting with the Stanislaus County SELPA Director or designee. If an agreement cannot be reached through a meeting with the SELPA director or designee, then the Parties agree to attempt to resolve the dispute in an appeal to the Superintendents' Council, pursuant to Policy: Dispute Resolution Process.

XIII. INDEPENDENT CONTRACTOR

In the performance of this MOU, the Parties are at all times, acting and performing as independent contractors, and this MOU creates no relationship of employer and employee as between the Parties, including their respective agents and employees. The Parties agree that none of the Parties, nor their agents and employees, have any rights, entitlement or claim against any other party for any type of employment benefits or workers' compensation or other programs afforded to the other Party's employees. Each Party shall be responsible for its applicable state and federal income, payroll and taxes, and agrees to provide any workers' compensation coverage as required by California State laws.

XIV. INSURANCE

- A. It is agreed that the Parties shall each maintain at all times during the performance of this MOU, insurance coverage or programs of self-insurance in the amounts of not less than:
1. One Million Dollars (\$1,000,000) per occurrence, and Two Million Dollars (\$2,000,000) aggregate for General Liability;
 2. One Million Dollars (\$1,000,000) per occurrence, and One Million Dollars (\$1,000,000) for Automobile Liability;
 3. Two Million Dollars (\$2,000,000) aggregate for Professional Liability coverage;
 4. Workers' Compensation Insurance shall be maintained as required by any applicable law or regulation;
 5. Employer's Liability Insurance shall be maintained in an amount of not less than One Million Dollars (\$1,000,000),
- B. Subrogation: The Parties hereby waive, and will cause their respective insurers to waive, their respective rights of recovery against one another for workers' compensation claims.

XV. SUBCONTRACTING

It is agreed by the DSEA that the DOS may subcontract with other organizations to provide the services in this MOU. The DSEA may subcontract with other organizations to provide the services in the MOU with the DOS's consent. Such subcontracts will be between the DOS and the subcontractors, and the DOS shall be responsible to manage the services of its subcontractors to fulfill the responsibilities of this MOU.

XVI. DEFAULTS

The signatories to this MOU shall be responsible for assuring the provisions included in this MOU are implemented. No Party shall be deemed to be in default of the terms of this MOU if that Party is prevented from performing the terms of this MOU by causes beyond its control, including without being limited to: acts of God; and laws and/or regulations of state or federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond that Party's control. If any of the stated contingencies occur, the Party delayed by force majeure shall immediately give the other Parties written notice of the cause for delay. The Party delayed by force majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the Party delayed shall immediately give the other Parties written notice, thereof, and shall resume performance of the terms of this MOU.

Neither Party shall be liable for any excess costs if the failure to perform this MOU arises from any of the contingencies listed above.

XVII. SIGNATURES IN COUNTERPARTS

This MOU may be signed in counterparts such that signatures appear on separate signature pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed MOU. The Parties agree that faxed and scanned signatures are binding for this MOU.

IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this MOU as of the dates below.

SELPA MEMBERS:

[FILL IN NAME, TITLE]
CBK Charter

DATE

[FILL IN NAME, TITLE]
Ceres Unified School District

DATE

[FILL IN NAME, TITLE]
Chatom Union School District

DATE

[FILL IN NAME, TITLE]
Connecting Waters Charter

DATE

[FILL IN NAME, TITLE]
Denair Unified School District

DATE

[FILL IN NAME, TITLE]
Empire Union School District

DATE

[FILL IN NAME, TITLE]
Fusion Charter School

DATE

[FILL IN NAME, TITLE]
Gratton School District

DATE

[FILL IN NAME, TITLE]
Great Valley Academy Modesto

DATE

[FILL IN NAME, TITLE]
Great Valley Academy Salida

DATE

[FILL IN NAME, TITLE]
Hart-Ransom Union School District

DATE

[FILL IN NAME, TITLE]
Hickman Community Charter District

DATE

[FILL IN NAME, TITLE]
Hughson Unified School District

DATE

[FILL IN NAME, TITLE]
Keyes Union School District

DATE

[FILL IN NAME, TITLE]
Knights Ferry School District

DATE

[FILL IN NAME, TITLE]
Newman-Crows Landing Unified School District

DATE

[FILL IN NAME, TITLE]
Oakdale Joint Unified School District

DATE

[FILL IN NAME, TITLE]
Paradise Elementary School District

DATE

[FILL IN NAME, TITLE]
Patterson Joint Unified School District

DATE

[FILL IN NAME, TITLE]
Riverbank Unified School District

DATE

[FILL IN NAME, TITLE]
Roberts Ferry School District

DATE

[FILL IN NAME, TITLE]
Salida Union School District

DATE

[FILL IN NAME, TITLE]
Shiloh School District

DATE

[FILL IN NAME, TITLE]
Stanislaus County Office of Education

DATE

[FILL IN NAME, TITLE]
Stanislaus Union School District

DATE

[FILL IN NAME, TITLE]
Sylvan Union School District

DATE

[FILL IN NAME, TITLE]
Turlock Unified School District

DATE

[FILL IN NAME, TITLE]
Valley Business Charter

DATE

[FILL IN NAME, TITLE]

DATE

Valley Home Joint School District

[FILL IN NAME, TITLE]
Waterford Unified School District

605-3/4728636.1

DATE

2020-2021 Summary of Fee for Service Schedule

Annual Fee for Service for Billing - November 1, 2020 Fee Revision

November 1, 2020 Billing Fee

*The average fee applied to Non Regionalized Provider AND Non Regionalized Services.

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crowslanding	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
SPECIAL DAY CLASSES - MODERATE / SEVERE																				
1)	SDC	6551	5600	5730	1110	B1	SDC SH AUTISM PREFORMAL SCOE	03/01/20	\$ 51,855				\$ 66,881			\$ 44,526		\$ 42,960	\$ 60,803	
							SDC SH AUTISM PREFORMAL DISTRICT	11/01/20	\$ 51,703				\$ 53,253			\$ 59,982		\$ 41,099	\$ 57,650	
								02/01/21												
								04/01/21												
2)	SDC	6552	5600	5750	1110	B0	SDC SH AUTISM SCOE	03/01/20	\$ 52,795				\$ 50,136			\$ 52,897		\$ 38,571	\$ 62,304	
							SDC SH AUTISM DISTRICT	11/01/20	\$ 41,287				\$ 49,833			\$ 57,245		\$ 38,128	\$ 66,083	
								02/01/21												
								04/01/21												
3)	SDC	6542	5400	5750	1110	I7	SDC SH BEHAVIOR SCOE	03/01/20								\$ 35,586				
							(Lifeskill class included eff. 7/1/13)	11/01/20								\$ 33,115				
								02/01/21												
								04/01/21												
4)	SDC	6572	5300	5730	1110	C1	SDC SH DEAF AND HARD OF HEARING PREFORMAL SCOE	03/01/20								\$ 30,748				
								11/01/20								\$ 42,317				
								02/01/21												
								04/01/21												
5)	SDC	6573	5800	5750	1110	C2	SDC SH DEAF AND HARD OF HEARING SCOE	03/01/20								\$ 58,663				
								11/01/20								\$ 53,692				
								02/01/21												
								04/01/21												
6)	SDC	6521	5100	5750	1110	D1	SDC SH EMOTIONALLY DISTURBED SCOE	03/01/20	\$ 29,647		\$ 31,429	\$ 34,032				\$ 23,455			\$ 25,679	
							SDC SH EMOTIONALLY DISTURBED DISTRICT	11/01/20	\$ 24,482		\$ 35,638	\$ 32,575				\$ 25,321			\$ 22,084	
								02/01/21												
								04/01/21												
7)	SDC	3385/	5300	5710	1110	I3	SDC INFANT SCOE	03/01/20								GRANT \$0				
8)	SDC	6500	n/a	5750	1110	E5	SDC MS K-6 DISTRICT	03/01/20	\$ 20,740	\$ 28,838		\$ 19,784	\$ 25,935					\$ 27,188	\$ 33,082	
							(K-3 for Oakdale)	11/01/20	\$ 21,339	\$ 21,139		\$ 21,357	\$ 26,627					\$ 25,510	\$ 23,414	
							(K-5 for Sylvan)	02/01/21												
								04/01/21												
9)	SDC	6500	n/a	5750	1110	E4	SDC MS 7-8 DISTRICT	03/01/20	\$ 20,740	\$ 33,506		\$ 17,968	\$ 25,935					\$ 31,133	\$ 34,122	\$ 57,405
							(6-8 for Sylvan)	11/01/20	\$ 21,339	\$ 28,044		\$ 17,343	\$ 26,627					\$ 33,134	\$ 34,124	
							(4-6 for Oakdale)	02/01/21												
								04/01/21												
10)	SDC	6500	n/a	5750	1110	E6	SDC MS 9-12 DISTRICT	03/01/20	\$ 20,740				\$ 25,935						\$ 34,122	\$ 22,246
								11/01/20	\$ 21,339				\$ 26,627						\$ 34,124	
								02/01/21												
								04/01/21												

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crowslending	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
11)	SDC	6545	5500	5750	1110	E7	SDC SH TRANSITIONS DISTRICT	03/01/20	\$ 18,622				\$ 24,389						\$ 30,905	\$ 29,103
								11/01/20	\$ 27,187				\$ 34,506						\$ 22,874	
								02/01/21												
								04/01/21												
12)	SDC	6532	5300	5730	1110	H9	SCOE SDC SH MULTIPLY HANDICAPPED PREFORMAL	03/01/20								\$ 33,385				
								11/01/20								\$ 42,229				
								02/01/21												
								04/01/21												
13)	SDC	6561	5400	5750	1110	F4	SDC SH MULTIPLY HANDICAPPED SCOE	03/01/20								\$ 52,482				
								11/01/20								\$ 47,479				
								02/01/21												
								04/01/21												
14)	SDC	6533	5300	5730	1110	H8	SDC SH PREFORMAL SCOE	03/01/20	\$ 20,740							\$ 33,531		\$ 43,291	\$ 41,765	
							SDC SH PREFORMAL DISTRICT	11/01/20	\$ 21,339							\$ 30,380		\$ 45,216	\$ 25,834	
								02/01/21												
								04/01/21												
SPECIAL DAY CLASSES - MILD / MODERATE																				
15)	SDC	6523	5100	5770	1110	C8	SDC MILD/MODERATE SCOE / DISTRICT	03/01/20				\$ 12,181			\$ 17,754	\$ 29,508	\$ 21,897			
							(Use AVERAGE for Non Regionalized Providers & Non Regionalized Services)	11/01/20				\$ 13,876				\$ 41,591	\$ 18,164			
							For HUGHSON use Average Annual Fee	02/01/21												
							Average Annual Fee =>	04/01/21												
									\$20,335											
EXTENDED YEAR SERVICES (ESY)																				
16)	EXT	6504	5000	varies	varies	M0	EXTENDED SCHOOL YEAR (ESY) ALL PROGRAM	03/01/20	\$ 2,427	\$ 1,081	\$ 2,464	\$ 1,763	\$ 2,241		\$ 1,747	\$ 2,424		\$ 2,091	\$ 2,816	\$ 2,220
							For HUGHSON use Average Annual Fee	11/01/20	\$ 2,562	\$ 1,032	\$ 2,648	\$ 1,763	\$ 1,664			\$ 1,963		\$ 2,100	\$ 2,088	
							Average Annual Fee =>													
17)	EXT	6504	5004	varies	varies	M3	EXTENDED SCHOOL YEAR (ESY) ISA ONLY (USE 3/1/20 REGULAR ISA RATE - except for SCOE)	03/01/20	\$ 28.93	\$ 27.79	\$ 36.75	\$ 37.75	\$ 35.96		\$ 29.00	\$ 22.59		\$ 41.53	\$ 40.35	\$ 33.04
								11/01/20	\$ 31.32	\$ 27.35	\$ 36.22	\$ 37.75	\$ 42.76			\$ 35.72		\$ 41.14	\$ 39.20	
DESIGNATED INSTRUCTIONAL SERVICES																				
18)	DIS	6576	5800	5750/5 770	1190	F5/F6	DIS ADAPTED PHYSICAL EDUCATION SCOE	03/01/20	\$ 4,448	\$ 2,719						\$ 4,297		\$ 2,675	\$ 5,144	
			5800	5730	1190	F9	DIS ADAPTED PHYSICAL EDUCATION PREFORMAL SCOE	11/01/20	\$ 4,585	\$ 3,166						\$ 4,583		\$ 2,774	\$ 4,866	
			5750/5770		1190	F5/F6	DIS ADAPTED PHYSICAL EDUCATION DISTRICT	02/01/21												
								04/01/21												
19)	DIS	6510	5300	5710	1190	F7	DIS ADAPTED PHYSICAL EDUCATION INFANT SCOE	03/01/20								GRANT \$0				
				5730	1190	F8	DIS ADAPTED PHYSICAL EDUCATION EARLY INTERVENTION													

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crownslanding	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
20)	DIS	6560	5803	5750	1130	A1	DIS ASSISTIVE TECHNOLOGY INCLUSION SCOE	03/01/20	\$ 10,891							\$ 15,938			\$ 13,148	
							DIS ASSISTIVE TECHNOLOGY INCLUSION DISTRICT	11/01/20	\$ 12,127							\$ 20,273			\$ 6,045	
								02/01/21												
								04/01/21												
21)	DIS	6560	5805	5750	1130	A3	DIS ASSISTIVE TECHNOLOGY CONSULT SCOE	03/01/20	\$ 5,445							\$ 3,772			\$ 3,470	
							DIS ASSISTIVE TECHNOLOGY CONSULT DISTRICT	11/01/20	\$ 3,161							\$ 4,631			\$ 3,023	
								02/01/21												
								04/01/21												
22)	DIS	6560	5804	5750	1130	A2	DIS ASSISTIVE TECHNOLOGY SUPPORT SCOE	03/01/20	\$ 7,920							\$ 11,625			\$ 4,034	
							DIS ASSISTIVE TECHNOLOGY SUPPORT DISTRICT	11/01/20	\$ 4,063							\$ 12,819			\$ 4,397	
								02/01/21												
								04/01/21												
23)	DIS	6500	n/a	5750	1130	A7	DIS SH AUTISM INCLUSION DISTRICT	03/01/20	\$ 10,006											
								11/01/20	\$ 12,509											
								02/01/21												
								04/01/21												
24)	DIS	6500	n/a	5750	1130	A8	DIS SH AUTISM CONSULT DISTRICT	03/01/20	\$ 5,003											
								11/01/20	\$ 3,336											
								02/01/21												
								04/01/21												
25)	DIS	6500	n/a	5750	1130	A9	DIS SH AUTISM SUPPORT DISTRICT	03/01/20	\$ 6,670											
								11/01/20	\$ 8,340											
								02/01/21												
								04/01/21												
26)	DIS	6500	n/a	5750	3110	B2	DIS BCBA DISTRICT	03/01/20	\$ 3,089											
								11/01/20	\$ 2,326											
								02/01/21												
								04/01/21												
27)	DIS	6571	5805	5750	1130	B9	DIS DEAF AND HARD OF HEARING CONSULT SCOE	03/01/20	\$ 6,088							\$ 2,907				
							DIS DEAF AND HARD OF HEARING CONSULT DISTRICT	11/01/20	\$ 3,546							\$ 2,884				
								02/01/21												
								04/01/21												
28)	DIS	6571	5804	5750	1130	B8	DIS DEAF AND HARD OF HEARING SUPPORT SCOE	03/01/20	\$ 8,856							\$ 13,430				
							DIS DEAF AND HARD OF HEARING SUPPORT DISTRICT	11/01/20	\$ 4,559							\$ 5,685				
								02/01/21												
								04/01/21												
29)	DIS	6571	5803	5750	1130	B7	DIS DEAF AND HARD OF HEARING INCLUSION SCOE	03/01/20	\$ 12,177							\$ 15,942				
							DIS DEAF AND HARD OF HEARING INCLUSION DISTRICT	11/01/20	\$ 13,682							\$ 9,913				
								02/01/21												
								04/01/21												
30)	DIS	6510	5300	5710	1130	J5	DEAF AND HARD OF HEARING INFANT/TODDLER SCOE	03/01/20								GRANT \$0				

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crowdslanding	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
31)	DIS	3315	5300	5730	1130	I5	DIS EARLY INTERVENTION READINESS PROGRAM SCOE	03/01/20								GRANT \$0				
32)	DIS	6526	5000	5750	1130	D0	DIS EMOTIONALLY DISTURBED PRE-REFERRAL SVC - SCOE	03/01/20	\$ 13,034							\$ 7,409				
							DIS SOCIAL SKILLS ED LEVEL 1 - DISTRICT	11/01/20	\$ 12,703							\$ 8,053				
								02/01/21												
								04/01/21												
33)	DIS	6550	5600	5750	1130	A7	DIS SCHOOL BASED INCLUSION SCOE	03/01/20					\$ 5,817			\$ 9,254				
							DIS SCHOOL BASED INCLUSION DISTRICT	11/01/20					\$ 6,619			\$ 7,640				
								02/01/21												
								04/01/21												
34)	DIS	6581	5805	5750	3140		DIS OCCUPATIONAL THERAPY CONSULT - SCOE	03/01/20	\$ 1,992							\$ 2,075			\$ 4,177	
							DIS OCCUPATIONAL THERAPY CONSULT - DISTRICT	11/01/20	\$ 3,481							\$ 4,906			\$ 4,189	
								02/01/21												
								04/01/21												
35)	DIS	6581	5804	5750	3140		DIS OCCUPATIONAL THERAPY SUPPORT - SCOE	03/01/20	\$ 2,656							\$ 5,033			\$ 5,570	
							DIS OCCUPATIONAL THERAPY SUPPORT - DISTRICT	11/01/20	\$ 5,495							\$ 8,322			\$ 5,585	
								02/01/21												
								04/01/21												
36)	DIS	6581	5803	5750	3140		DIS OCCUPATIONAL THERAPY INCLUSION - SCOE	03/01/20	\$ 3,984							\$ 6,942			\$ 8,355	
							DIS OCCUPATIONAL THERAPY INCLUSION- DISTRICT	11/01/20	\$ 6,963							\$ 16,851			\$ 8,378	
								02/01/21												
								04/01/21												
37)	DIS	6562	5805	5750	1130	G7	SCOE DIS PHYSICALLY HANDICAPPED CONSULT	03/01/20								\$ 1,721				
								11/01/20								\$ 2,872				
								02/01/21												
								04/01/21												
38)	DIS	6562	5804	5750	1130	G6	DIS PHYSICALLY HANDICAPPED SUPPORT SCOE	03/01/20								\$ 2,792				
								11/01/20								\$ 5,859				
								02/01/21												
								04/01/21												
39)	DIS	6562	5803	5750	1130	G5	DIS PHYSICALLY HANDICAPPED INCLUSION SCOE	03/01/20								\$ 9,594				
								11/01/20								\$ 9,594				
								02/01/21												
								04/01/21												
40)	DIS	6562	5803	5750	1130	G5	DIS PHYSICALLY HANDICAPPED INCLUSION SCOE - INFANT	03/01/20								GRANT \$0				
41)	DIS	6500	n/a	5750	1130	J1	DIS SH INCLUSION DISTRICT	03/01/20	\$ 3,126							*CLOSED				
								11/01/20	\$ 2,959											
								02/01/21												
								04/01/21												
*SCOE combined SH & Autism Inclusion; see item #26								04/01/21												

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crowdslanding	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
42)	DIS	6534	5800	5730 / 5	1190	J7	DIS SPEECH AND LANGUAGE SCOE	03/01/20	\$ 3,153	\$ 3,822	\$ 3,757	\$ 2,338	\$ 3,929	\$ 3,757	\$ 4,716	\$ 3,985	\$ 4,851	\$ 3,866	\$ 3,037	\$ 3,868
						J8	DIS SPEECH AND LANGUAGE DISTRICT	11/01/20	\$ 3,469	\$ 3,407	\$ 3,475	\$ 3,166	\$ 3,164	\$ 3,475		\$ 3,310	\$ 4,246	\$ 3,614	\$ 3,420	
							For HUGHSON use Average Annual Fee	02/01/21												
							Average Annual Fee => \$ 3,475	04/01/21												
43)	DIS	6510	5300	5710	1190	J5	DIS SPEECH AND LANGUAGE INFANT SCOE	03/01/20								GRANT \$0				
44)	DIS	6566	5805	5750	1130	K7	DIS VISUALLY HANDICAPPED CONSULT SCOE	03/01/20								\$ 3,184				
								11/01/20								\$ 2,807				
								02/01/21												
								04/01/21												
45)	DIS	6566	5804	5750	1130	K6	DIS VISUALLY HANDICAPPED SUPPORT SCOE	03/01/20								\$ 10,860				
								11/01/20								\$ 3,649				
								02/01/21												
								04/01/21												
46)	DIS	6566	5803	5750	1130	K5	DIS VISUALLY HANDICAPPED INCLUSION SCOE	03/01/20								\$ 12,882				
								11/01/20								\$ 11,784				
								02/01/21												
								04/01/21												
47)	DIS	6566	5808	5750	1130	K9	DIS VH/ORIENTATION AND MOBILITY, SUPPORT/CONSULT SCOE	03/01/20								\$ 9,647				
								11/01/20								\$ 5,685				
								02/01/21												
								04/01/21												
48)	DIS	6566	5807	5750	1130	K8	DIS VH/ORIENTATION AND MOBILITY INCLUSION SCOE	03/01/20								\$ 11,548				
								11/01/20								\$ 12,414				
								02/01/21												
								04/01/21												
49)	DIS	6510	5300	5710	1130	J5	DIS VISUALLY HANDICAPPED INFANT/TODDLER SCOE	03/01/20								GRANT \$0				
50)	DIS	6500	n/a	5750	1130	L3	DIS VOCATIONAL EDUCATION DISTRICT	03/01/20	\$ 10,700											
								11/01/20	\$ 10,892											
								02/01/21												
								04/01/21												
RESOURCE SPECIALIST PROGRAM																				
51)	RSP	6524	5100	5750	1120	H4	RSP SCOE	03/01/20				\$ 7,847				\$ 9,267	\$8,557			
							RSP DISTRICT	11/01/20				\$ 7,545				\$ 11,239	\$9,392			
							5710/H2 = INFANT 5770/H5 = NON SEVERE	02/01/21												
							Average Annual Fee => \$9,392	04/01/21												
52)	RSP	6531	5100	5730	1120	H3	RSP PREFORMAL SCOE	03/01/20					\$ 6,568							
							RSP PREFORMAL DISTRICT	11/01/20												
								02/01/21												
								04/01/21												

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crowslending	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
ASSESSMENTS																				
53)	ASM	6560	5801	5750	3900	A0	DIS ASSISTIVE TECHNOLOGY ASSESSMENT SCOE	03/01/20	\$ 1,936							\$ 1,136				
							DIS ASSISTIVE TECHNOLOGY ASSESSMENT DISTRICT	11/01/20	\$ 3,445							\$ 1,438				
								02/01/21												
								04/01/21												
54)	ASM	6500	XXXX	5750	3900	A4	AUT/OBSERV/ASSESS	03/01/20	\$ 3,335											
						A5	AUT/OBSERV/TOMASSE	11/01/20	\$ 2,710											
								02/01/21												
								04/01/21												
55)	ASM	6571	5806	5750	3900	B6	DHH/OBSERV/ASSESS	03/01/20	\$ 2,165							\$ 1,140				
								11/01/20	\$ 3,860							\$ 1,038				
								02/01/21												
								04/01/21												
56)	ASM	6500	XXXX	5730	3900	D5	EI SPEECH OR PRE ACADEMIC	03/01/20	\$ 5,140				\$ 2,956			Master Agreement				
							EI ASSESSMENT TEAM	11/01/20	\$ 5,562				\$ 4,796							
							ONE ASSESSMENTS	02/01/21												
								04/01/21												
57)	ASM	6500	XXXX	5730	3900	D6	EI SPEECH AND PRE ACADEMIC	03/01/20	\$ 10,280							Master Agreement				
							TWO ASSESSMENTS	11/01/20	\$ 11,124											
								02/01/21												
								04/01/21												
58)	ASM	6500	XXXX	5730	3900	D6	THREE ASSESSMENTS	03/01/20								Master Agreement				
								11/01/20												
								02/01/21												
								04/01/21												
59)	ASM	6500	XXXX	5730	3900	D7	EI FULL TEAM	03/01/20	\$ 15,420			\$ 2,033	\$ 5,911			Master Agreement				
								11/01/20	\$ 16,686			\$ 2,278	\$ 9,593							
								02/01/21												
								04/01/21												
60)	DIS	6581	5801	5750	3140		DIS OCCUPATIONAL THERAPY ASSESSMENT - SCOE	03/01/20	\$ 1,992							\$ 1,070				
							DIS OCCUPATIONAL THERAPY ASSESSMENT - DISTRICT	11/01/20	\$ 3,481							\$ 1,159				
								02/01/21												
								04/01/21												
61)	ASM	6562	5801	5750	3900	G1	PH/OBSERV/REPORT	03/01/20								\$ 1,028				
							PH ASSESSMENT	11/01/20								\$ 1,211				
								02/01/21												
								04/01/21												
62)	ASM	6562	5802	5750	3900	G3	PH/COMPOBS/ASSESS	03/01/20								\$ 1,942				
							PH ASSESSMENT(COMPREHENSIVE)	11/01/20								\$ 2,018				
								02/01/21												
								04/01/21												
63)	ASM	6566	5806	5750	3900	K4	VI/OBSERV/ASSESS	03/01/20								\$ 1,003				
								11/01/20								\$ 857				
								02/01/21												
								04/01/21												
64)	ASM	6566	5806	5750	3900	K4	O&M ASSESS	03/01/20								\$ 1,003				

No.	Type	RS	OR	GL	FN	D2	Program Description	Fee Revision	Ceres	Empire	Newman - Crownslanding	Oakdale	Patterson	Riverbank	Salida	SCOE	Stanislaus	Sylvan	Turlock	Waterford
							(use VI ASSESS)	11/01/20								\$ 857				
								02/01/21												
								04/01/21												
UNIQUE COSTS																				
65)	UNQ	6522	5100	5750	1130	E0	DIS HOME/HOSPITAL SCOE	03/01/20								\$ 52.66	\$ 52.66			
							DIS HOME/HOSPITAL DISTRICT	11/01/20								\$ 58.98	\$ 58.98			
							(Hourly Fee)	02/01/21												
							Average Annual Fee =>	04/01/21												
66)	UNQ	6580	5000	5750	1110	E1	DIS INDIVIDUALIZED SUPPORT ASSISTANTS SCOE	03/01/20	\$ 28.93	\$ 27.79	\$ 36.75	\$ 37.75	\$ 35.96	\$ 36.75	\$ 29.00	\$ 38.72	\$ 33.00	\$ 41.53	\$ 40.35	\$ 54.43
							DIS INDIVIDUALIZED SUPPORT ASSISTANCE DISTRICT	11/01/20	\$ 31.32	\$ 27.35	\$ 36.22	\$ 39.28	\$ 42.76	\$ 36.22		\$ 35.72	\$ 33.00	\$ 41.14	\$ 39.20	
							(Hourly Fee)													
							For Hart-Ransom use \$ 29.03. HUGH & NEW use Average Annual Fee	02/01/21												
							Average Annual Fee =>	04/01/21												
67)	UNQ	6528	5100	5770	1130	M5	SDC JUVENILE HALL SCOE	03/01/20								\$ 135.75				
	DIS						RSP JUVENILE HALL SCOE	11/01/20								\$ 112.74				
							(Daily Fee)	02/01/21												
								04/01/21												
68)	UNQ	6513	5000	5750	1190	D0	DIS MENTAL HEALTH SERVICES	03/01/20	\$ 20,100		\$ 11,602	\$ 18,488				\$ 5,894			\$ 22,006	
	DIS						(PAID BY SELPA)	11/01/20	\$ 16,565		\$ 12,505	\$ 20,374				\$ 17,449			\$ 19,814	
								02/01/21												
								04/01/21												
Original - Adopted March 1, 2020 Original Fee (Annual Fee/Budgeting Purpose) - Effective 7/1/20. Fees will be used to complete 2020-21 SELPA Budget Development.																				
Sylvan's OT Fees and MCS DHH Fees are pending. A revised FFS Summary Schedule will be sent out as soon as the fees are received.																				
Nov 1st Revision: Salida and Waterford have not revised their fees yet. This Summary of FFS Schedule will be revised as soon as I receive their revised fees.																				
Default Revenue Account Line for Regionalized Providers (unless specified) - 01-6500-0-8677-7110-0000-000-0000-D2																				
Example: Autisum Inclusion Revenue - 01-6500-0-8677-7110-0000-000-0000-A7																				
Default Expenditure Account Line for District of Residences (unless specified) - 01-6500-0-5100-XXXX-XXXX-000-0000-D2																				
Example: Autism Inclusion Expenditure - 01-6500-0-5100-5750-1130-000-0000-A7																				
QUICK NOTES:																				
Function:																				
Goal:																				
All SDC will always be Function 1110																				
All RSP will always be Function 1120																				
All Assessments will always be Function 3900																				
All Inclusion/Consult/Support will always be Goal 5750																				
All DIS PE or Speech will always be Function 1190																				

Modesto
Budget Comparison
2020-2021 Approved Budget (January 2021)
2021-2022 Proposed Budget (June 2021)

	2020-2021 Approved Operating Budget Jan-21	2021-2022 Proposed Operating Budget Jun-21	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	7,976,270	8,290,756	314,486	3.9%
8100 · Federal Revenue	834,768	1,300,605	465,837	55.8%
8500 · Other State Revenues	321,184	630,743	309,558	96.4%
8600 · Other Local Revenue	79,596	458,500	378,904	476.0%
8700 · SpEd Apportionment	442,124	463,040	20,916	4.7%
Total Income	9,653,943	11,143,644	1,489,701	15.4%
Gross Profit	9,653,943	11,143,644	1,489,701	15.4%
Expense				
1000 · Certificated Salaries	3,499,544	3,906,294	406,751	11.6%
2000 · Classified Salaries	1,756,738	2,231,245	474,507	27.0%
3000 · Employee Benefits	1,573,623	1,705,219	131,596	8.4%
4000 · Books & Supplies	1,061,169	1,100,130	38,961	3.7%
5000 · Services & Other Operating Exp	1,307,221	1,740,136	432,915	33.1%
6000 · Capital Outlay	35,000	78,000	43,000	122.9%
7000 · All Other Financing Uses	325,188	247,379	-77,809	-23.9%
Total Expense	9,558,482	11,008,402	1,449,920	15.2%
Net Ordinary Income	95,461	135,241	39,781	41.7%
	0.99%	1.21%		

Great Valley Academy-Modesto Campus
Budget Comparison-Narrative
Jun-21

Revenue

8000 - Revenue figures updated with most recent LCFF 22.1 calculations - May Revision - Includes UPC reduction
8100 - Increase of Federal Revenue per SELPA, Food Program, Title I, ESSER II and ESSER III
8500 - Increase of State Revenue ELO & IPI
8600 - Increased revenue to fundraisers, Kids' Care fees and uniform sales
8700 - Increased SpED apportionment

Net increase in revenue \$39.7K (41.7%)

Expenses

Salaries and benefit expenses include:

Additional music teacher, EL teacher, and Summer School teachers
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS increase
Salaries and benefits represent 75.5% of total expenses

Books and Supplies expenses include:

curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
ELO, IPI, ESSER II & III and Title I expenses

Services and other expense estimates include:

increased professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts/nursing
authorizer oversight fees
ELO, IPI, ESSER II & III and Title I expenses
new mental health services

Capital Outlay

\$63K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income"/increase in fund reserve

Othr Tuition, Exc csts, Deficit

21/22 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$135,241 1.20% of expenses

2021-2022
General Fund - Cash Flow
Great Valley Academy
Modesto

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	2,793,576.62	3,499,675.01	4,094,583.68	4,759,524.12	4,802,606.46	4,921,158.30	5,248,985.45	5,049,338.97	4,781,978.15	5,201,636.14	4,960,618.07	4,679,710.65		
LCFF Revenue	8011	233,220.80	233,220.80	419,797.44	419,797.44	419,797.44	419,797.44	419,797.44	419,797.44	419,797.44	419,797.44	419,797.44	0.00	419,797.44	4,664,416.00
EPA Funding	8012		0.00	428,341.00			428,341.00			428,341.00			0.00	428,341.00	1,713,364.00
In-Lieu of Taxes Charter Funding	8096		106,279.56	212,559.12	141,706.08	141,706.08	141,706.08	141,706.08	141,706.08	247,985.64	123,992.82	123,992.82	123,992.82	123,992.82	1,771,326.00
Selpa Prop Tax	8097							70,825.00						70,825.00	141,650.00
Federal IDEA	8181												0.00	118,486.00	118,486.00
Federal Food	8220		0.00	0.00	37,711.00	37,711.00	37,711.00	37,711.00	37,711.00	37,711.00	37,711.00	37,711.00	37,711.00	75,422.00	414,821.00
Title 1	8290	117,705.00												0.00	117,705.00
ESSER II	8290			49,455.13			49,455.13			49,455.13				49,455.13	197,820.50
ESSER III	8290			112,943.13			112,943.13			112,943.13				112,943.13	451,772.50
State Food Revenue	8520		0.00	0.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	4,000.00	22,000.00
Mandated Cost Reimb	8550						15,282.05						0.00	0.00	15,282.05
Lottery	8560							39,889.35			39,889.35			53,185.80	132,964.50
Lottery, prop 20	8561										0.00			0.00	43,435.07
Expanded Learning Opp Grant	8590		271,523.00										43,435.07	0.00	271,523.00
In Person Instruction Grant	8590		128,909.00											0.00	128,909.00
Other	8590												0.00	11,629.00	11,629.00
Prior Year Payments	prior year							833.33	833.33	833.33	0.00	0.00	0.00	2,500.00	5,000.00
Uniform Sales	8638				5,000.00				10,000.00				5,000.00	0.00	20,000.00
Other Local (Kids Care)	8689	462.65	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,541.67	21,079.02	258,500.00
Other Local (Fundraiser +)	8600-8699	5,000.00	2,000.00	2,000.00	15,000.00	75,000.00	0.00	0.00	0.00	0.00	15,000.00	15,000.00	15,000.00	36,000.00	180,000.00
Selpa	8792	23,152.00	23,152.00	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	41,673.60	463,040.00
TOTAL REVENUES		379,540.45	786,626.03	1,288,311.08	684,429.79	739,429.79	1,270,451.09	775,977.47	675,263.12	1,362,281.93	701,605.88	661,716.53	248,680.56	1,569,329.93	11,143,643.62
EXPENDITURES															
Certificated Salaries	1000-1999	30,050.00	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	339,677.74	479,466.61	0.00	3,906,294.02
Classified Salaries	2000-2999	75,292.00	159,374.64	202,840.45	202,840.45	202,840.45	202,840.45	202,840.45	202,840.45	202,840.45	202,840.45	202,840.45	171,014.26	0.00	2,231,244.92
Employee Benefits	3000-3999	40,872.00	142,101.57	145,745.20	145,745.20	145,745.20	145,745.20	145,745.20	145,745.20	145,745.20	145,745.20	145,745.20	210,538.47	0.00	1,705,218.83
Books & Supplies	4000-4999	28,748.00	154,607.00	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	91,677.50	0.00	1,100,130.00
Services & Other Operating Expenses	5000-5999	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	145,011.30	0.00	1,740,135.56
Capital Outlay	6000-6999	0.00	0.00	0.00	25,000.00	0.00	0.00	33,000.00	0.00	0.00	0.00	0.00	20,000.00	0.00	78,000.00
Other Outgo	7100-7499	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	17,671.76	52,989.64	0.00	247,379.00
TOTAL EXPENDITURES		337,645.06	958,444.00	942,623.94	967,623.94	942,623.94	942,623.94	975,623.94	942,623.94	942,623.94	942,623.94	942,623.94	1,170,697.77		11,008,402.33
NET INCREASE/DECREASE		41,895.39	(171,817.98)	345,687.13	(283,194.16)	(203,194.16)	327,827.14	(199,646.47)	(267,360.82)	419,657.99	(241,018.07)	(280,907.42)	(922,017.22)	1,569,329.93	135,241.29
Accruals Received		664,203.00	766,726.64	319,253.31	326,276.50	321,746.00									2,398,205.45
Liabilities															0.00
Line of Credit (1,000,000)															0.00
Loan From Manteca (to Manteca)	0														0.00
ENDING CASH BALANCE		3,499,675.01	4,094,583.68	4,759,524.12	4,802,606.46	4,921,158.30	5,248,985.45	5,049,338.97	4,781,978.15	5,201,636.14	4,960,618.07	4,679,710.65	3,757,693.43		

Salida
Budget Comparison
2020-2021 Approved Budget (January 2021)
2021-2022 Proposed Budget (June 2021)

	2020-2021 Approved Operating Budget Jan-21	2020-2021 Proposed Operating Budget Jun-21	\$ Variance	% Variance
Ordinary Income/Expense				
Income				
8000 · LCFF, EPA, In Lieu, Prop tax	7,547,696	7,646,195	98,499	1.3%
8100 · Federal Revenue	591,967	974,454	382,487	64.6%
8500 · Other State Revenues	323,370	598,889	275,519	85.2%
8600 · Other Local Revenue	31,123	327,500	296,377	952.3%
8700 · SpEd Apportionment	422,625	428,411	5,786	1.4%
Total Income	8,916,781	9,975,449	1,058,668	11.9%
Gross Profit	8,916,781	9,975,449	1,058,668	11.9%
Expense				
1000 · Certificated Salaries	3,236,490	3,663,528	427,038	13.2%
2000 · Classified Salaries	1,630,337	1,843,431	213,094	13.1%
3000 · Employee Benefits	1,410,739	1,601,402	190,663	13.5%
4000 · Books & Supplies	733,026	967,595	234,569	32.0%
5000 · Services & Other Operating Exp	1,282,891	1,269,118	-13,773	-1.1%
6000 · Capital Outlay	90,000	78,000	-12,000	-13.3%
7000 · All Other Financing Uses	411,892	393,912	-17,980	-4.4%
Total Expense	8,795,374	9,816,985	1,021,611	11.6%
Net Ordinary Income	121,406	158,464	37,058	30.5%
	1.36%	1.59%		

Great Valley Academy-Salida Campus
Budget Comparison-Narrative
Jun-21

Revenue

8000 - Revenue figures updated with most recent LCFF 22.1 calculations - May Revision - Includes UPC reduction
8100 - Increase of Federal Revenue per SELPA, Food Program, Title I, ESSER II, ESSER III
8500 - Increase of State Revenue ELP & IPI
8600 - Increased revenue school fundraiser and Kids' Care revenue
8700 - Increased SpED apportionment

Net increase in revenue \$37K (30.5%)

Expenses

Salaries and benefit expenses include:

Additional music teacher, LVN and Summer School teachers
and all allocations for multi-campus staff salaries/benefits
Employee benefits include STRS increase
Salaries and benefits represent 72.4% of total expenses

Books and Supplies expenses include:

curriculum
teacher/classroom/office/medical/custodial/maintenance supplies
furniture/computers/equipment
ELO, IPI, ESSER II & III and Title I expenses

Services and other expense estimates include:

increased professional development
new teacher induction
audit/legal/insurance/SpEd subcontracts
authorizer oversight fees
ELO, IPI, ESSER II & III and Title I expenses
new mental health services

Capital Outlay

\$78K for miscellaneous projects
** at year end, capital outlay amounts will be reclassified as a construction/fixed asset
thereby providing an increase to "income"/increase in fund reserve

Othr Tuition, Exc csts, Deficit

21/22 represents estimated SELPA calculation from section C.2.d

All other financing uses

Includes mortgage payment including principal and interest
** at year end, principal amounts will be reclassified as a reduction to liabilities
thereby providing an increase to "income"/increase in fund reserve

"Income"/increase in fund reserve amount

\$158,464 1.59% of expenses

2021 -2022
General Fund - Cash Flow
Great Valley Academy
Salida

Description	Object Codes	July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total
BEGINNING CASH FUND BALANCE	9110	1,014,947.57	1,618,492.26	2,161,167.00	2,689,326.46	3,212,473.72	3,360,224.98	3,416,462.80	3,420,720.85	3,074,931.43	3,194,447.12	3,121,062.67	3,017,385.92		
LCFF Revenue	8011	304,709.60	304,709.60	548,477.28	548,477.28	548,477.28	548,477.28	548,477.28	304,709.60	548,477.28	548,477.28	548,477.28	0.00	792,244.96	6,094,192.00
EPA Funding	8012		0.00	41,230.00		41,230.00		41,230.00		41,230.00			0.00	41,230.00	164,920.00
In-Lieu of Taxes Charter Funding	8096		75,066.48	150,132.96	100,088.64	100,088.64	100,088.64	100,088.64	100,088.64	175,155.12	87,577.56	87,577.56	87,577.56	87,577.56	1,251,108.00
Selpa Prop Tax	8097							67,987.50						67,987.50	135,975.00
Federal IDEA	8181												0.00	115,665.00	115,665.00
Federal Food	8220		0.00	0.00	34,094.97	34,094.97	34,094.97	34,094.97	34,094.97	34,094.97	34,094.97	34,094.97	34,094.97	68,189.94	375,044.68
Title 1	8290				74,205.00									0.00	74,205.00
ESSER II	8290			31,178.13			31,178.13			31,178.13				31,178.13	124,712.50
ESSER III	8290			71,206.75			71,206.75			71,206.75				71,206.75	284,827.00
State Food Revenue	8520		0.00	0.00	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	1,727.27	3,454.55	19,000.00
Mandated Cost Reimb	8550						14,644.68						0.00	0.00	14,644.68
Lottery	8560							38,292.30			38,292.30			51,056.40	127,641.00
Lottery, prop 20	8561										0.00			0.00	41,696.06
Expanded Learning Opp Grant	8590		257,817.00										41,696.06	0.00	257,817.00
In Person Instruction Grant	8590		121,927.00											0.00	121,927.00
Other	8590												0.00	11,163.00	11,163.00
Prior Year Payments	prior year	600.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	400.00	0.00	5,000.00
Other Local (Kids Care)	8689	462.65	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,958.33	18,495.68	227,500.00
Other Local (Fundraiser +)	8600-8699	2,000.00	2,000.00	2,000.00	30,000.00	48,000.00	0.00	0.00	0.00	0.00	0.00	8,000.00	8,000.00	0.00	100,000.00
Selpa	8792	35,700.92	35,700.92	35,700.92	35,700.92	35,700.92	35,700.92	35,700.92	35,700.92	38,556.99	38,556.99	38,556.99	0.00	27,132.70	428,411.00
TOTAL REVENUES		343,473.17	816,579.33	899,284.37	843,652.41	787,447.41	897,706.97	845,727.21	495,679.73	960,984.84	768,084.71	737,792.41	192,454.20	1,386,582.16	9,975,448.92
EXPENDITURES															
Certificated Salaries	1000-1999	18,603.33	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	321,362.06	431,303.56	0.00	3,663,527.52
Classified Salaries	2000-2999	57,997.79	147,474.47	164,592.04	164,592.04	164,592.04	164,592.04	164,592.04	164,592.04	164,592.04	164,592.04	164,592.04	156,630.23	0.00	1,843,430.84
Employee Benefits	3000-3999	28,574.39	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	139,252.38	180,304.18	0.00	1,601,402.36
Books & Supplies	4000-4999	107,210.68	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	80,632.89	54,055.10	0.00	967,594.70
Services & Other Operating Expenses	5000-5999	53,129.11	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	105,759.79	158,390.47	0.00	1,269,117.50
Capital Outlay	6000-6999	0.00	0.00	0.00	15,000.00	63,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	78,000.00
Other Outgo	7100-7499	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	29,869.99	65,342.11	0.00	393,912.00
TOTAL EXPENDITURES		295,385.29	824,351.58	841,469.15	856,469.15	904,469.15	841,469.15	841,469.15	841,469.15	841,469.15	841,469.15	841,469.15	1,046,025.65	0.00	9,816,984.92
NET INCREASE/DECREASE		48,087.88	(7,772.25)	57,815.21	(12,816.74)	(117,021.74)	56,237.81	4,258.06	(345,789.42)	119,515.69	(73,384.45)	(103,676.75)	(853,571.46)	1,386,582.16	158,464.00
Accruals Received Liabilities Accrued (Paid) From Modesto (to Modesto)	\$ -	555,456.81	550,447.00	470,344.25	535,964.00	264,773.00									2,376,985.06
ENDING CASH BALANCE		1,618,492.26	2,161,167.00	2,689,326.46	3,212,473.72	3,360,224.98	3,416,462.80	3,420,720.85	3,074,931.43	3,194,447.12	3,121,062.67	3,017,385.92	2,163,814.47		

Great Valley Academy Charter School
Classified Staff Salary Guide – REVISED 6/7/2021
Effective 2021-2022



Classified Hourly Position	Hourly Range	
Instructional Aides/Kids' Care Aides	\$15.00	\$20.10
Clerical/Office Assistant/Parent Liaison	\$15.00	\$20.75
Attendance Clerk	\$15.00	\$23.60
GVS Aides	\$15.00	\$20.10
GVS Supervisor	\$16.30	\$28.30
Food Services Technician	\$15.00	\$20.50
Food Services Aide	\$15.00	\$18.50
Health Clerk	\$16.30	\$20.75
Health Technician (LVN)	\$20.50	\$25.90
IT Technician	\$16.30	\$23.95
Maintenance Technician	\$15.00	\$24.00
Administrative Assistant	\$19.10	\$29.90
Office Manager I	\$19.50	\$28.00
Accounting Technician	\$16.50	\$22.90
Business Office Technician	\$16.50	\$22.90
Kids' Care Assistant Director	\$15.00	\$22.00
Kids' Care Director	\$17.00	\$24.00
Speech-Language Pathologist Assistant	\$30.00	\$37.00

Classified Salary Position	Salary Range	
Maintenance Manager	\$62,400	\$66,720
Speech Language Pathologist	\$62,400	\$79,200

Classified Confidential Administrative Position*	Salary Range	
Payroll/HR Manager	\$22.00	\$31.25
IT Manager	\$22.00	\$31.25
Program Manager, Multi-Campus Operations	\$62,400	\$66,720
Executive Assistant	\$62,400	\$66,720
Kids' Care Director, Multi-Campus	\$62,400	\$66,720
Accounting Manager	\$62,400	\$83,030

*The confidential administrative positions will be placed on the salary schedule per its determination on an individual, case by case basis, based upon factors including but not limited to: years or experience in various business, industry, education, life experience, etc.

Changes in salary are contingent upon budget availability.

Board Approved: XX/XX/XXXX

2021/22 Approved Stipends

<u>Stipend Type</u>	<u>Amount</u>	<u>Period</u>	<u>Board Approval Date</u>
Additional Services:			
Resource Teacher	\$2,500	Annual	6/24/19
K Teacher (2 Classes)	\$1,000	Annual	2016
Leadership Team	\$500	Annual	2015
Special Ed Data Coordinator	\$250	Trimester	12/9/19
Induction Support (in addition to FT teaching)	\$250	Per Inductee/Annual	12/9/19
*Teacher on Assignment	\$1,000 - \$10,000	Annual	Pending 6/14/21
Academic, Athletics & Art:			
Athletic Director	\$800	Annual	2015
Athletic Coach	\$500	Per Sport/Per Grade	2015
Science Team	\$500	Annual	6/6/16
Math Team	\$500	Annual	6/6/16
Technology Lead	\$500	Annual	2015
Spelling Bee Lead	\$500	Annual	4/29/19
Talent Show Lead	\$500	Annual	4/29/19
Above & Beyond Music Lead	\$500	Trimester	6/6/16
Teacher Leader:			
Character Education	\$500	Trimester	3/28/16
Culture Cultivator	\$500	Trimester	3/28/16
Mastery Learning	\$500	Trimester	3/28/16
Professional Development	\$500	Trimester	3/28/16
GVS-Smart Reading System	\$500	Trimester	12/5/16
New Teacher Support	\$500	Trimester	3/28/16
English Language Learner	\$500	Trimester	4/29/19
Site Administrator Intern	\$1,500	Trimester	3/28/16
Multi-Campus Teacher Leader:			
Conscious Discipline (CD)	\$4,000	Annual	4/30/18
English Learner (EL)	\$4,000	Annual	4/30/18
Field Trips:			
Camp Sea Lab	\$250	Per Night	4/29/19
Sutter's Fort - Modesto	\$150	One Day	4/29/19
Sutter's Fort - Salida	\$250	One Night	4/29/19

***New for 2021/22**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy

CDS Code: 50105040117457

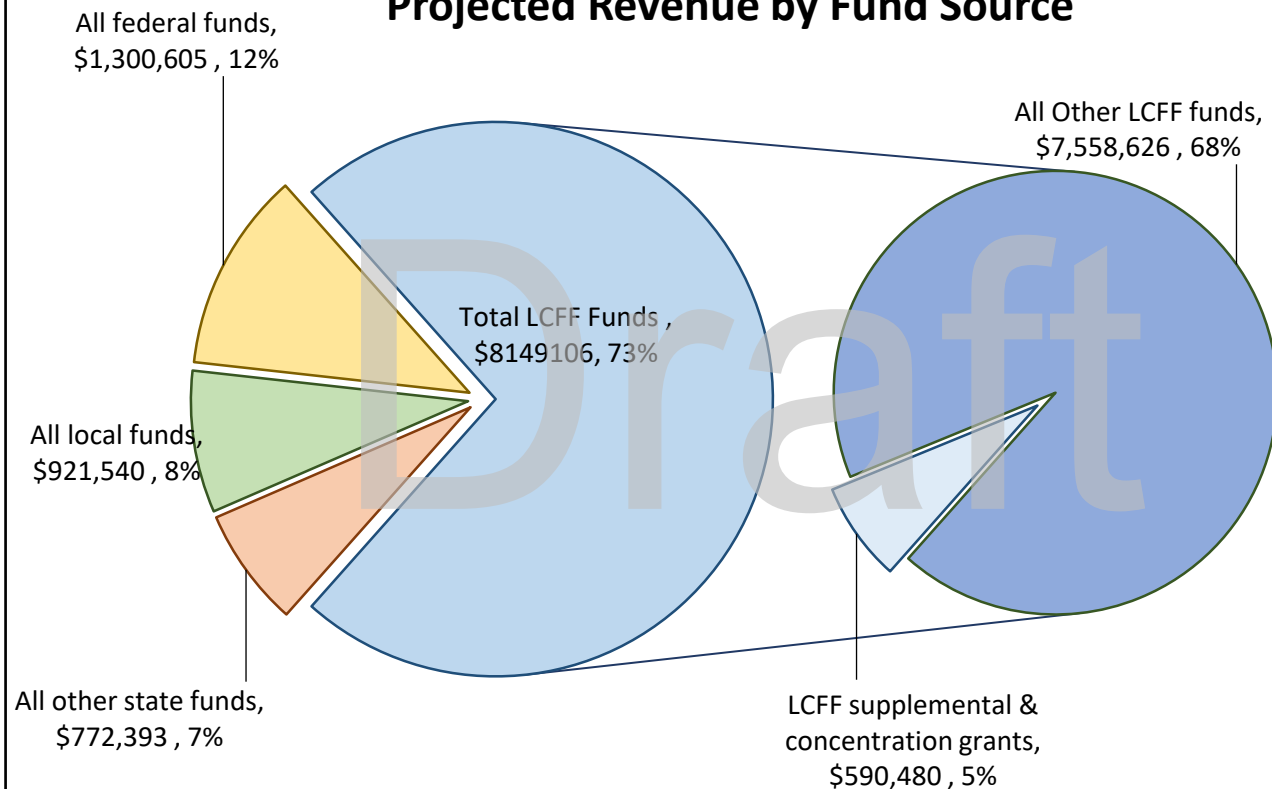
School Year: 2021 – 22

LEA contact information: 1516353

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

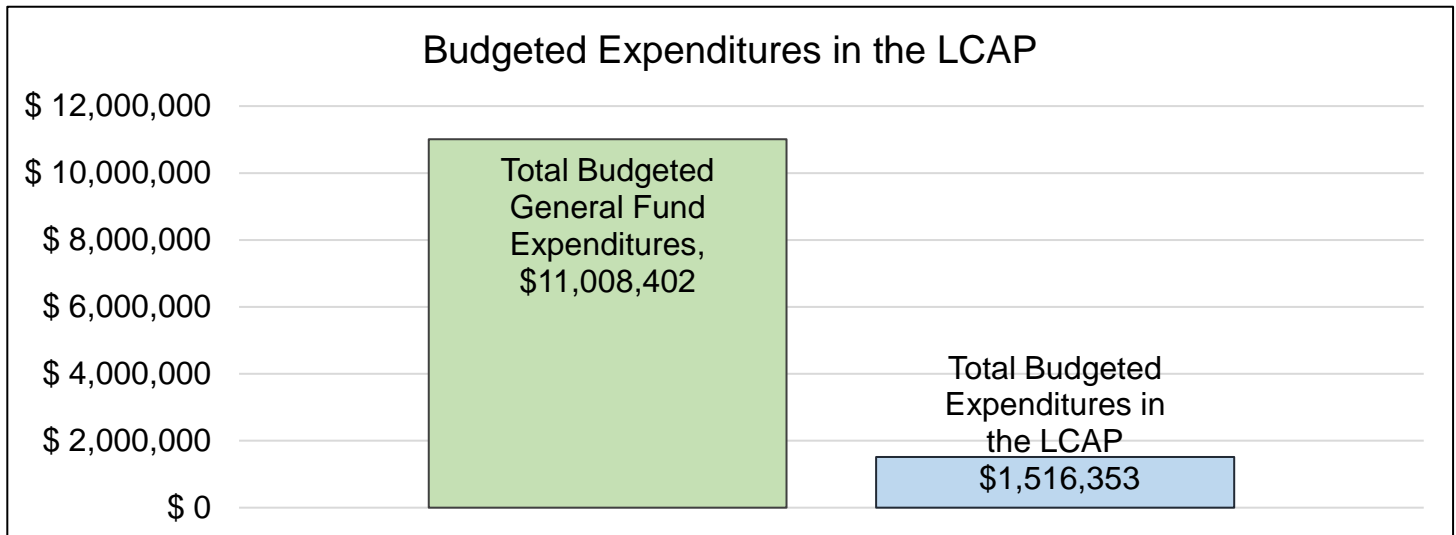


This chart shows the total general purpose revenue Great Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for Great Valley Academy is \$11,143,643.62, of which \$8,149,106.00 is Local Control Funding Formula (LCFF), \$772,392.62 is other state funds, \$921,540.00 is local funds, and \$1,300,605.00 is federal funds. Of the \$8,149,106.00 in LCFF Funds, \$590,480.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Great Valley Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Great Valley Academy plans to spend \$11,008,402.34 for the 2021 – 22 school year. Of that amount, \$1,516,353.00 is tied to actions/services in the LCAP and \$9,492,049.34 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

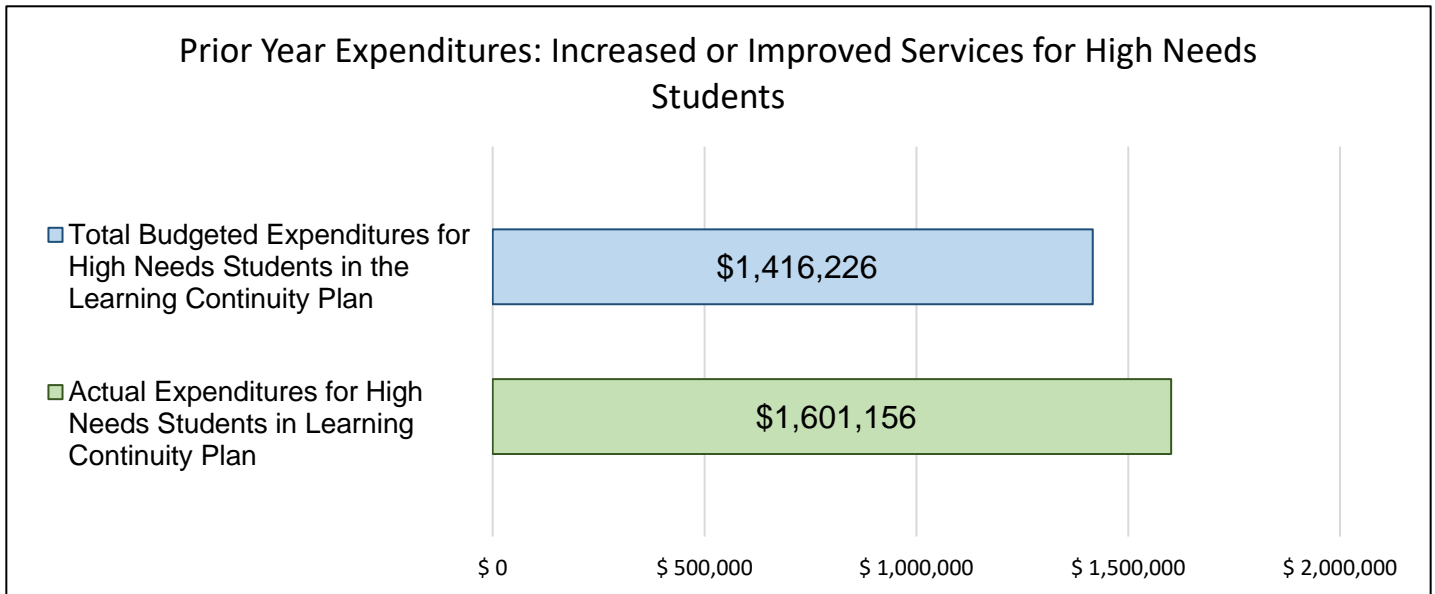
The majority (71%) of our budgeted expenditures are personnel related (certificated, classified salaries and benefits). Other expenses include supplies (curriculum, instructional resources), facilities (building, grounds) and outside services (specialized student services, annual audit, etc.)

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Great Valley Academy is projecting it will receive \$590,480.00 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Great Valley Academy plans to spend \$592,003.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Great Valley Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Great Valley Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Great Valley Academy's Learning Continuity Plan budgeted \$1,416,226.00 for planned actions to increase or improve services for high needs students. Great Valley Academy actually spent \$1,601,156.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Great Valley Academy will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Annual Measurable Outcomes

Expected	Actual
CAASPP- Increase of 1% in ELA Increase of 1% in Math	Increase of 4% in ELA (2019 vs 2018) Increase of 3% in Math (2019 vs 2018)

Expected	Actual
Local assessment- Increase of 1% in students meeting projected growth in Math Increase of 1% in students meeting projected growth in Reading Increase of 1% in students meeting projected growth in ELA	2020 vs 2019 Decrease of 3% in students meeting projected growth in Math Increase of 9% in students meeting projected growth in Reading Increase of 6% in students meeting projected growth in ELA
CELDT- ELPAC to replace CELDT as of 2019-2020 LCAP- Increase of 1% in students being reclassified Increase of 1% in students making progress towards English proficiency	28% of English learners were reclassified 68% of English learners made progress towards proficiency
Good Facilities Rating on SARC- Maintain	Maintained
Teachers are appropriately assigned and credentialed to charter schools- Maintain	Maintained
Students (including English Learners) have access to state standards aligned instructional materials and performance standards as applicable to charter schools Maintain	Maintained
Students have access to a broad course of study as applicable to GVA charter Maintain	Maintained
API- Not Applicable	Not Applicable
Students successfully completing courses satisfying college or career educational standards K-8 School, Not Applicable	K-8 School, Not Applicable
Students passing AP exam with 3 or higher K-8 School, Not Applicable	K-8 School, Not Applicable

Expected	Actual
Students demonstrating college preparedness pursuant to, the Early Assessment Program or subsequent assessment of college preparedness- K-8 School, Not Applicable	K-8 School, Not Applicable
Programs and services for unduplicated pupils and students with disabilities are developed and provided Maintain	Maintained
State science test- Increase of 1% in Science	2019 only year of “new” CAST results 38% met/exceeded standards
Physical Fitness – Healthy Fitness Zone (HFZ)- Maintain	HFZ increased 15% in 5 th grade and 2.5% in 8 th grade

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide access to beginning Teacher Support and assessment. Provide site specific, direct oversight to first and second year teachers. Compensate County Office of Education for annual fees related to induction. Provide substitutes to allow for protected time.	\$12,000	\$33,441.82
Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, technology. ELL/ELD, and other applicable topics.	\$60,000	\$65,947.16
Provide teacher support by supplying mentors and peer observation time (protected time)	\$10,000	\$11,475.80
Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.	\$100,000	\$124,654.65
Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	\$190,000	\$217,614.39
Maintain wireless internet infrastructure and security	\$32,000	\$32,416.61

Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.	\$20,000	\$20,718.43
Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.	\$4,500	\$5,062.64
Facilities will be maintained to provide a safe and healthy learning environment.	\$150,000	\$228,671.44
Action EL 1.1 Provide student with intervention enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	See #5	See #5
Action EL 1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.	See #2	See #2

Action EL 1.3 Continue to integrate Common Core State Standards Based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.	\$1,000	\$2,470.00
Action EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL Lead staff members.	See #8	See #8

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The majority of the 2019-2020 school year and the implementation of our actions/services moved forward as planned. Our new teachers were supported by veteran staff & administration, professional development was accessed, CCSS aligned resources were purchased/renewed, intervention/enrichment opportunities were provided and facilities were maintained.

As we moved into the final months of school, pandemic conditions beginning to arise, our technology infrastructure and support became vital in ways we had not ever experienced. Their ability to access and deploy devices/hotspots was invaluable and allowed our students to gain remote access in a timely manner. Additionally, our facilities crew stepped into full support mode cleaning and sanitizing spaces for onsite staff to work safely.

Goal 2

Great Valley Academy will create a family friendly environment where ongoing communication is facilitated; character education and the quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
End of year attendance rate- Maintain 95% attendance rate	Maintained 95% attendance rate
End of year suspension rate- Decrease suspension rate by .10%	Decreased suspension rate by .20%
End of year expulsion rate- Maintain 0 expulsions	Maintained 0 expulsions
End of year Jr. High dropout rate- Maintain 0 dropouts	Maintained 0 dropouts
End of year chronic absenteeism rate- Decrease chronic absenteeism rate by .10%	Maintained chronic absenteeism rate
High School graduation and dropout rates- K-8 School, Not applicable	K-8 School, Not applicable
End of year parent participation (number)- Maintain current 125 parent participation	Maintained

Expected	Actual
<p>Parent Survey (includes parents of unduplicated pupils and students with disabilities)</p> <p>Maintain baseline levels (97% of responding parents feel welcomed at GVA, 97% of responding parents have children that feel safe at school, 96% of responding parents have children that always or most times are happy to come to school)</p>	<p>94% of responding parents feel welcomed at GVA</p> <p>97% of responding parents have children that feel safe at school</p> <p>97% of responding parents have children that always or most times are happy to come to school</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent volunteer program structure and process. Continue to support growth of parent volunteer program.	\$15,000	\$19,494.65
Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus-based needs.	\$1,000	\$1,157.91
Host family centered social activities. Encourage family engagement and interest in campus/student activities.	\$5,000	\$5,082.68
Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.	\$45,000	\$50,520.63
Provide character education to teachers, students and parents. Focus on character development for students (including bullying prevention).	\$35,000	\$41,984.08
Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.	\$250	\$0
Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced-price lunch.	\$60,000	\$113,659.69
Action LI 2.1- Host family centered social activities. Encourage family engagement and interest in campus/student activities.	See #3	See #3
Action LI 2.2- Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services.	See #4	See #4

Action LI 2.3- Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.

See #7

See #7

DRAFT

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The majority of the 2019-2020 school year and the implementation of our actions/services moved forward as planned. Our parent engagement and volunteer program were both successful as well as the onsite family centered activities. Student social emotional needs were supported by our onsite student assistance specialist, providing both individual and groups support.

As we moved into the final months of school, pandemic conditions beginning to arise, our nutrition services team sprang into action and provided a higher number of meals than in any prior period. The seamless summer option allowed us to provide a drive through food service program serving thousands of meals to local families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<p>GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.</p> <p>Upon reopening GVA will:</p> <ul style="list-style-type: none"> *Implement a hybrid instructional model <ul style="list-style-type: none"> * decrease the number of students on campus * maintain recommended physical distancing * provide instruction in small student cohorts *Continue to follow intensified sanitization, health and safety protocols *Provide additional handwashing stations *Teach and promote healthy hygiene practices *Provide meal service *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2) *Provide face coverings as needed *Check for symptoms (staff self-assess & document, families to screen student at home) *Plan for student & staff illness *Have CNA/LVN support *Have student assistance specialist support *Follow plan to revert to distance learning if circumstances warrant <p>GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.</p> <p>Math:</p> <ul style="list-style-type: none"> *Eureka Math (Core) *Zearn K-6 (Supplementary videos, resource materials) *Dreambox K-6 digital platform for math skills practice (including some instruction on skills/standards) *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards) <p>ELA:</p>	\$677,565	\$754,191	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended were higher than expected amounts spent in maintenance staffing costs, technology support staffing costs and curriculum costs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

GVA began offering the opportunity for hybrid learning (2 days per week) in October 2020 (75% of students returned in person) and expanded to 4 days per week in March 2021 (85% of students returned in person). Our goals were to keep staff and students safe while providing an in person learning opportunity. As we had students and additional staff return to campus, the demands on our maintenance staff increased exponentially, keeping all classrooms and shared spaces sanitized was a significant expansion of duties. Creating and maintaining the small group cohort spacing requirements and related protocols added additional challenges to all areas of staff. Oversight of Covid protocol, exposure processing, reporting, staff surveillance testing/monitoring, etc. became an additional full-time job for several staff members. Our teaching and instructional support teams straddled the difficult line of teaching both the in person and distance learning students.

We successfully managed all of the above challenges and more, our staff stepped up in extreme ways to support our students and each other as we navigated the most challenging educational environment of our lifetimes. Despite having positive cases on campus, there were zero transmissions, due to our safety protocols.

Distance Learning Program

Actions Related to the Distance Learning Program

Provision of a safe, student centered distance learning environment that bridges with in person learning and embraces our safe, loved and learning culture: *Digital instructional resources *Professional development *English language learner support *Technology infrastructure support & maintenance *Chromebook & hotspot provision *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE behavioral analyst support	\$465,395	\$569,790	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended was additional funds spent on student Chromebooks and hotspots.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As we moved into the 2020-2021 school year, teaching staff had the opportunity to virtually attend professional development (PD) specific to teaching in a distance learning environment. The PD combined with the rapid conversion to distance learning at the end of the prior school year, provided a foundation to begin the year in the distance learning mode. GVA continued to purchase chromebooks and hotspots for students and replacement laptops for staff to ensure access during distance learning. Staff efforts to engage students were timely and consistent and the tiered re-engagement process was a supportive component in the efforts. Our resource staff worked diligently to provide support to our students with unique needs, in the most effective ways for each student. The distance learning process was navigated with extreme intentionality and in person options provided when practicable. As noted in the previous section, all of our staff roles and responsibilities both changed and expanded during this school year. The ongoing pressures and challenges have taken their toll and we look forward to having a renewed and refreshed staff return for next school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Provision of learning loss support (targeted resources)	\$199,266	\$212,875	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended was higher than planned staff costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil learning loss is being assessed through the use of local assessments and NWEA-MAP assessments. Data from assessments drive instruction, differentiation and determine the need for additional supports. This data coupled with teacher observation, facilitate the support decisions. Support is provided in class via small groups, individual supports and by intervention staff as applicable. In person students are acclimating to the return to more and longer in person academic days, and supporting learning loss needs is a part of their day. Students participating via distance learning have the opportunity to receive additional support from staff and receive virtual intervention services as applicable.

For additional learning loss support, we will provide needs-based summer school for 4 weeks. As we return to school next year, we will assess using NWEA-MAP to measure progress and to determine the need for additional academic supports.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As we navigated the school year from distance to hybrid learning, we were provided with the opportunity to observe students in a more accessible manner, and make referrals to both social emotional supports and mental health supports.

GVA has a full time, sub-contracted social emotional support staff person providing both individual and groups sessions. The program receives referrals from staff, or can see students in the case of a crisis or volatile circumstance. Services were provided both virtually and in person throughout the course of the year.

In the mental health area, GVA sub-contracted 2 types of service provision: individual mental health services for students and parents as well as individual mental health services for staff. Students can be referred by staff or parents, and services are available both in person and via virtual platform. Staff services are provided solely via virtual platform. Both sets of mental health supports are included in next year's budget as well.

All providers were at or near capacity for the majority of their engagement this year. Pre and post assessment data, as well as observational data, indicate decreases in stress levels and positive impacts as a result of services received. Both parents and staff reported satisfaction and appreciation for access to services made accessible by GVA

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

For the most part, pupil engagement remained high throughout the year, if student's engagement levels changed, various staff reached out in an effort to connect with the student. Additionally, we followed our tiered re-engagement process when warranted. All that said, we did have a few students that struggled to engage in a consistent manner.

Family engagement remained a high priority though changed in the way it was done. We had no in person family engagement opportunities. Teachers and administration were in contact with parents at drop off and pick up, connected via email, virtual meetings and phone calls. Engagement for input at various times over the past year was solicited via ParentSquare communication and survey completion. This input informed both sets of re-opening plans, our Learning Continuity and Attendance Plan, our Expanded Learning Opportunity Grant Plan and our Local Control and Accountability Plan.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

GVA school nutrition services provided a record number of meals this year. The Seamless Summer Option (SSO) afforded us the opportunity to provide meals to all students on campus and to all families using a drive through pick up service.

Initially we worked with our food supplier to ensure appropriate levels of inventory, available for the drive through portion of the service; it was open to all families, and demand varied in the early stages of the process. Additionally, navigation of the combined in person student food provision coupled with the drive through food pick up, took some time to streamline.

Both parents and staff reported satisfaction and appreciation for access to the meals provided by GVA. Overall, the nutrition program has been a success, and made a positive impact on hundreds of families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$74,000	\$64,300	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended was lower than planned sub-contractor costs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned over the past 14 months resulting from the implementation of a distance learning program, and creation of a hybrid program along with the effects of the pandemic, have informed our LCAP in various ways. With the initial version of the 2021-2024 LCAP, we have added focus on supports for students (general education, additional supports and special education) and have provided for the continuation of both social emotional supports for students as well as mental health supports for both students and staff.

As we are in unknown territory, we have based LCAP goals on a slow and steady approach to academic test score improvement. Grounded in our child centered approach, we know that supporting student social emotional, mental health and academic needs in a comprehensive manner will serve our students growth.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss will continue to be monitored via regular curricular assessments and NWEA-MAP assessments. Needs for all students will tracked and supportive services provided (small group support, individual support and interventive support) as applicable. Pupils with unique needs will be assessed and progress towards their goals observed.

As of now, for next school year, we plan to return to full time in-person learning which will provide consistent access to assessment in a traditional setting and a return to full time in-person instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The primary substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement was the purchase of additional chromebooks and hotspots in support of student access.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on outcomes in the 2019-2020 LCAP coupled with observations from the effects of the Learning Continuity and Attendance Plan, have given us the opportunity to look critically at how we move forward in 2021-2024. The past year of unprecedented impacts on the education of our students, reminds us of the importance of looking at education from a holistic, student centered perspective. Investing in the social emotional and mental health of our students and reconnecting as a community will be the foundation for growth next year. Safety first, as we then move into assessment and academic supports to ensure engagement and progress.

The 2021-2024 LCAP reflects these priorities as well as the investment in mental health supports for our staff. These additional investments combined with teacher support, professional development and supports for our English Learners, socioeconomically disadvantaged students and students with unique needs, will allow us to make forward movement in the next three years.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students

Great Valley Academy Modesto (GVA) campus serves over 800 K8 students. We are located in Modesto California, Stanislaus County and are authorized by the Stanislaus County Office of Education. This year (2020-2021) we are completing our 13th year of serving families in our community, and have steadily grown our enrollment, with wait lists each and every year.

GVA's student population at Fall 1 2020-2021 consisted of approximately 8% English learners, 9% students with disabilities and 37% socioeconomically disadvantaged students. GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

Vision Statement

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission Statement

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills, and positive character traits to achieve their greatest potential.

Five Foundational Pillars

1. Great Valley Smart (GVS®)

GVA trains the brain to unlock gifted learning through visual and movement skills.

2. Character Development

GVA equips students to become caring and responsible through choice theory, character reflection and assessment.

3. Climate: Safe/Loved/Learning

GVA nurtures a sense of community where everyone is safe, loved and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience by demonstrating mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly qualified team through extensive and interactive hiring practices and continuous professional growth.

GVA's program uses our Vision, Mission and Pillars to facilitate our solid character development, positive school climate and positive academic progress.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Comparing 2019 dashboard data to 2018, we have the following areas of success to report:

English Language Arts results increased by 15 points, and moved from orange to green

Math results increased by 10.3 points, and moved from orange to yellow

English learners: 68% made progress towards EL proficiency

Chronic absenteeism: maintained and moved from orange to yellow

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Comparing 2019 dashboard data to 2018 we have the following student group that is 2 performance levels below that of our all student performance:

English learners (EL) in the area of English Language Arts (orange for English learners versus green for all students)

This is one of the factors leading to the decision to add a position that will have a focus on supporting English learners. This position will track our English learners, provide additional support and tools for teachers and instructional aides working with EL students. Additionally, we will continue to provide access to professional development supporting English Language Development standards and best practices in support of EL students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Great Valley Academy's LCAP process included reflections from the current pandemic year, reflections on past successes/challenges and stakeholder input. The biggest change from our past LCAPs is our expanded investment for students social emotional and mental health, this is a critical foundational component as we move into the post pandemic academic environment.

Continued investment in teacher support, professional development, standards aligned materials and an increased investment in staff supporting English learner growth will facilitate progress towards our academic goals.

Combining both of these goal areas will allow GVA the opportunity to impact students and staff in our areas of focus.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Draft

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At GVA we are in ongoing dialogue with our staff, parents/families and students. Community and relationship are at the core of who we are as a school, and the connections we make on a regular basis with our stakeholders is a testament to that core. Our site administrators are in authentic contact with both staff and students on a daily basis; in person, by phone or email (whichever is the most appropriate mode of communication for the contact). Parents can, and do, connect with our teachers and site administrators in person at drop off/pick up, via email or phone. GVA has many points of contact where informal input and information is gathered, and shared within the administrative team, site leadership team as well as the multi-campus leadership team.

Pre-pandemic (we plan to return to this practice in 2021-2022), we hosted in-person parent/family meetings on a regular basis, the purposes of this meeting are to connect, to hear what is at top of mind for parents and to solicit input on school related topics.

Annually, we solicit input via an easily accessible survey to capture data on what is important to the various stakeholder groups, and ideas for improvement. In the past 15 months, we have conducted multiple surveys to help facilitate next steps in returning students to school in a safe manner, and what they would like to see for the upcoming school year. GVA believes in the power of community and relationships, and finds ways to incorporate stakeholder input as we move through the school year.

A summary of the feedback provided by specific stakeholder groups.

GVA is a charter school, and parents/families have chosen our school for their children's education. The top reasons for choosing GVA are: the sense of community, students feeling safe, and the child centered perspective (presented in broad categories). Families were also asked to provide input on their level of priority in various areas, with the following sample results:

Priority to social emotional supports for students (individual and group) 100%

Priority to mental health services for students (individual and group) 94%

Priority to additional academic supports for students (individual and group) 82%

Ensure facilities are in good repair 99%

Ensure qualified teachers 99%

Maintain a positive school climate 99%

Ensure access to quality instructional materials 99%

Families were asked how we can better serve our English learners, the top responses are: more support through additional small groups, individual support and access to resources.

Families were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students and positive comments regarding distribution of food under the Seamless Summer Option (SSO) for the past 14 months.

A summary of the feedback provided by specific stakeholder groups (continued)

Families were asked how we can better serve our students with special needs; the top responses are: appropriate individual and group learning/support.

GVA staff were also asked to provide input on their level of priority in various areas, with the following sample results:

Priority to social emotional supports for students (individual and group) 100%

Priority to mental health services for students (individual and group) 100%

Priority to additional academic supports for students (individual and group) 100%

Ensure facilities are in good repair 94%

Ensure qualified teachers 98%

Ensure access to quality instructional materials 94%

Staff were asked how we can better serve our English learners, the top responses are: more training (ELD, in class supports) and more support/resources.

Staff were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students and positive comments regarding distribution of food under the Seamless Summer Option (SSO) for the past 14 months.

Staff were asked how we can better serve our students with special needs, the top responses are: more training to support students in class, more social emotional and mental health supports and appropriate individual and group learning/support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input is reflected upon throughout the LCAP process and development, GVA's focus on a student-centered philosophy coupled with the incorporation of stakeholder input led to the development of the current LCAP.

Particular areas influenced by stakeholder input in this year's LCAP include:

Social emotional supports for students

Mental health supports for students

Academic supports for students

English learner support
 Nutrition services support
 Students with special needs support
 Qualified teacher support

The priorities identified in all stakeholder groups were aligned which provided GVA the opportunity to address the top priorities communicated by our groups.

Goals and Actions

Goal	
Goal #	Description
1	<p>By maintaining our facilities, investing in qualified teachers, providing access to standards aligned materials and providing academic centered supports, Great Valley Academy creates a safe environment providing quality education through positive learning experiences, facilitated by highly qualified personnel.</p> <p>By providing academic supports (intervention, resource, English learner) resources and staff professional development as outlined in our actions, we anticipate seeing gains of 2% in each of the following metrics by the end of 2023-2024: CAASPP ELA & Math, NWEA-MAP Math, Reading and language.</p> <p>This goal is in support of state priorities 1, 2, 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

GVA developed goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult year in education history, we will rely on some tried and true actions/processes that provide for safety, investing in teacher support and strengthening academic supports for our students.

Moving through the current academic year, we are using observation and assessment data to determine realistic academic goals for the upcoming LCAP period. Using local assessments, NWEA-MAP and CAASPP data, we will monitor progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 1 that will provide GVA staff the environment to support students and for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA 2019	47% meet/exceed standards	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	49% meet/exceed standards
CAASPP Math 2019	37% meet/exceed standards	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	39% meet/exceed standards
NWEA-MAP 2021 Math	71% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	73% made growth
NWEA-MAP 2021 Reading	64% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	66% made growth
NWEA-MAP 2021 Language	64% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	66% made growth
ELPAC 2019 English learners making progress towards proficiency	68% made progress towards proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	70% made progress towards proficiency
EL Reclassification rate 2019	28% of English learners will be reclassified	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	31% of English learners will be reclassified
Access to standards aligned materials-Academic standards self-reflection tool 2021	Average-item 2 3.8	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average-item 2 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher misassignment rate	0% for charter schools	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0% for charter schools
Facilities rated Good or better	Rating Good on 2020 SARC	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Rating Good or better per annual SARC
Implementation of Common Core State Standards-Academic self-reflection tool 2021	Average rating of items 1-3 (excluding ELD) 3.92	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (excluding ELD) 4.25
Implementation of English language development standards-Academic self-reflection tool 2021	Average rating of items 1-3 (ELD only) 3.00	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (ELD only) 3.50
Student access & enrollment in all required areas of study-Access to broad course of study self-reflection 2021	Dashboard local indicator-Met	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Dashboard local indicator-Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	New teacher support	Support new teachers participating in induction process by providing fully paid access to Stanislaus County Office of Education (SCOE) induction program, and by providing onsite support	\$25,000	N

Action #	Title	Description	Total Funds	Contributing
2	Professional development-Common Core State Standards (CCSS)	Provide staff access to standards aligned professional development	\$25,000	N
3	Access to CCSS aligned materials	Continued investment and expansion of CCSS aligned instructional resources	\$100,000	N
4	Access to intervention opportunities in reading and math	Provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners	\$277,630	Y
5	Expanded access to take home reading materials	Provide additional books for classroom libraries and connecting room to increase access to books for at home use	\$25,000	Y
6	Maintain internet infrastructure and security	Provide oversight, maintenance, upgrades as well as support of student/staff devices and online instructional resources	\$62,800	N
7	Annual assessment NWEA-MAP	Annual license cost for NWEA-MAP assessment; for use in planning student instructional objectives and to monitor student growth	\$12,500	N
8	Targeted supports for English learners and socioeconomically disadvantaged students	Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.	\$46,600	Y
9	Resources and professional development supporting further implementation of ELD standards	English Language Development (ELD) focused instructional resources and professional development	\$10,000	Y
10	Maintenance of facilities	Facilities will be maintained to provide a safe learning environment	\$249,900	N
11	Resource staffing in support of students with special needs	Maintain and develop our resource department on support of our students with special needs	\$369,800	N

Goal

Goal #	Description
2	<p>By providing and maintaining a safe, welcoming environment, creating family friendly events, opportunities for connection and communication, social emotional supports, mental health supports, access to onsite meals, as well as staff supports, Great Valley Academy creates a family friendly environment where ongoing communication is facilitated and access to student centered supports are prioritized.</p> <p>By providing student supports (social emotional, mental health, onsite meals), opportunities for families to gather on campus, and support provided by staff, as outlined in our actions, we anticipate maintaining the rate of parents feeling welcome, children wanting to come to school, as well as an increase in parent engagement and students feeling safe on campus. This will allow GVA to maintain attendance at 95%, decrease chronic absenteeism by .5 %, and decrease suspension rate by .1%.</p> <p>This goal is in support of state priorities 3, 5, 6</p>

An explanation of why the LEA has developed this goal.

GVA developed goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult year in education history, we will rely on some tried and true actions/processes that provide for safety, as well as adding mental health support and retaining a high level of social emotional support for our students.

Using local data, we will monitor metric progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 2 that will provide GVA students and families with a safe, welcoming and engaging environment to support our child centered model, which also provides the foundation for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate-2019	94.9%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 95%
Chronic absenteeism rate-2019	8.1%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	7.6%
Suspension rate-2019	2.1%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2%
Expulsion rate-2019	0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0%
Jr. High dropout rate-2019	0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0%
Parents report feeling welcome on campus-2021 family survey	94%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents report child is happy to come to school always/most of the time -2021 family survey	97%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Students report feeling safe on campus-2021 student survey (3 rd -8 th)	87%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents are engaged- Parent Engagement Self Reflection Tool	Average = 3.4	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average = 3.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Host parent/family meetings	Provide supplies, snacks and onsite childcare	\$1,000	N
2	Host family centered activities	Provide supplies, snacks and onsite childcare	\$5,000	N
3	Provide students with access to onsite support services (social emotional support)	Provide onsite social emotional support, subcontracted student assistance specialist services	\$52,000	Y
4	Provide students with access to onsite support services (mental health support)	Provide onsite mental health support, subcontracted mental health clinician	\$49,000	Y
5	Provide character education to students, teachers, parents	Provide character education primarily working with students, staff and resources	\$73,350	N
6	Maintain an onsite school nutrition program	Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	\$80,600	Y
7	Provide additional administrative support	Provide for additional site based administrative support for students (portion of salary + benefits)	\$50,973	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

See annual update document

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See annual update document

An explanation of how effective the specific actions were in making progress toward the goal.

See annual update document

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

See annual update document

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.8%	\$590,480

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Great Valley Academy will receive an estimated \$590,480 in LCFF grant funds. GVA is expending the LCFF grant funds as determined by the school's goals, in support of California's 8 priority areas.

GVA's student unduplicated pupil count at Fall 1 2020-2021 consisted of approximately 8% English learners, and 37% socioeconomically disadvantaged students. In addition to using the lens of serving our unduplicated pupil groups in our school wide decision making, GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

All of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those principally directed towards our English learners and socioeconomically disadvantaged students are as follows:

Access to intervention opportunities in reading and math: provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners

Expanded access to take home reading materials: provide additional books for classroom libraries and connecting room to increase access to books for at home use

Targeted supports for English learners and socioeconomically disadvantaged students Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.

Resources and professional development supporting further implementation of ELD standards: English Language Development (ELD) focused instructional resources and professional development

Provide students with access to onsite support services (social emotional support): provide onsite social emotional support, subcontracted student assistance specialist services

Provide students with access to onsite support services (mental health support) : provide onsite mental health support, subcontracted mental health clinician

Maintain an onsite school nutrition program: maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs

Provide additional administrative support: provide for additional site based administrative support for students (portion of salary + benefits)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increase in proportionality for English learners, and socioeconomically disadvantaged students is at 7.8%.

The use of LCFF grant fund dollars in supporting basic school operations, building school/staff capacity, improvement and expansion of instructional/technological resources, targeted parent outreach, provision of intervention services, student support services and free/reduced price lunches, effectively meet the needs of our unduplicated pupil count. Specifically, these services have a direct impact on our unduplicated pupils; we provide students with a quality educational program in a supportive environment, so they are able to make academic improvement. Based on our annual update, analysis of metrics and stakeholder feedback, expending funds on these services is the most effective use of the funds.

Total Expenditures Table									
		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 1,516,353	\$ -	\$ -	\$ -	1,516,353	\$ 1,214,853	\$ 301,500
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	New teacher support	All	\$ 25,000				\$ 25,000	
1	2	Professional development CCSS	All	\$ 25,000		\$ -	\$ -	\$ 25,000	
1	3	Access to CCSS aligned materials	All	\$ 100,000		\$ -	\$ -	\$ 100,000	
1	4	Access to intervention opportunities	All	\$ 277,630		\$ -	\$ -	\$ 277,630	
1	5	Expanded access to take home reading materials	All	\$ 25,000		\$ -	\$ -	\$ 25,000	
1	6	Maintain internet infrastructure & security	All	\$ 62,800			\$ -	\$ 62,800	
1	7	Annual NWEA-Map assessment	All	\$ 12,500				\$ 12,500	
1	8	Targeted supports for unduplicated pupils	All	\$ 46,600				\$ 46,600	
1	9	Resources & PD in support of ELD	All	\$ 10,000				\$ 10,000	
1	10	Maintenance of facilities	All	\$ 249,900				\$ 249,900	
1	11	Resource staffing supporting students w/special needs	All	\$ 369,800				\$ 369,800	
2	1	Host parent/family meetings	All	\$ 1,000				\$ 1,000	
2	2	Host family centered activities	All	\$ 5,000				\$ 5,000	
2	3	Provide student access to social emotional supports	All	\$ 52,000				\$ 52,000	
2	4	Provide student access to mental health supports	All	\$ 49,000				\$ 49,000	
2	5	Provide character education	All	\$ 73,350				\$ 73,350	
2	6	Maintain an onsite school nutrition program	All	\$ 80,800				\$ 80,800	
2	7	Provide additional site administrative support	All	\$ 50,973				\$ 50,973	

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Contributing Expenditure Table							
					Totals by Type	Total LCFF Funds	Total Funds
					Total:	\$ 592,003	\$ 592,003
					LEA-wide Total:	\$ -	\$ -
					Limited Total:	\$ -	\$ -
					Schoolwide Total:	\$ 592,003	\$ 592,003
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	New teacher support	Schoolwide		Schoolwide	\$ 25,000	\$ 25,000
1	3	Access to CCSS aligned materials	Schoolwide		Schoolwide	\$ 100,000	\$ 100,000
1	4	Access to intervention opportunities	Schoolwide	All	Schoolwide	\$ 277,630	\$ 277,630
1	5	Expanded access to take home reading materials	Schoolwide	All	Schoolwide	\$ 25,000	\$ 25,000
1	6	Maintain internet infrastructure & security	Schoolwide		Schoolwide	\$ 62,800	\$ 62,800
1	7	Annual NWEA-Map assessment	Schoolwide		Schoolwide	\$ 12,500	\$ 12,500
1	8	Targeted supports for unduplicated pupils	Schoolwide	All	Schoolwide	\$ 46,600	\$ 46,600
1	9	Resources & PD in support of ELD	Schoolwide	All	Schoolwide	\$ 10,000	\$ 10,000
1	10	Maintenance of facilities	Schoolwide		Schoolwide	\$ 249,900	\$ 249,900
1	11	Resource staffing supporting students w/special needs	Schoolwide		Schoolwide	\$ 369,800	\$ 369,800
2	1	Host parent/family meetings	Schoolwide		Schoolwide	\$ 1,000	\$ 1,000
2	2	Host family centered activities	Schoolwide		Schoolwide	\$ 5,000	\$ 5,000
2	3	Provide student access to social emotional supports	Schoolwide	All	Schoolwide	\$ 52,000	\$ 52,000
2	4	Provide student access to mental health supports	Schoolwide	All	Schoolwide	\$ 49,000	\$ 49,000
2	5	Provide character education	Schoolwide		Schoolwide	\$ 73,350	\$ 73,350
2	6	Maintain an onsite school nutrition program	Schoolwide	All	Schoolwide	\$ 80,800	\$ 80,800
2	7	Provide additional site administrative support	Schoolwide	All	Schoolwide	\$ 50,973	\$ 50,973

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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy-Salida

CDS Code: 50712660124768

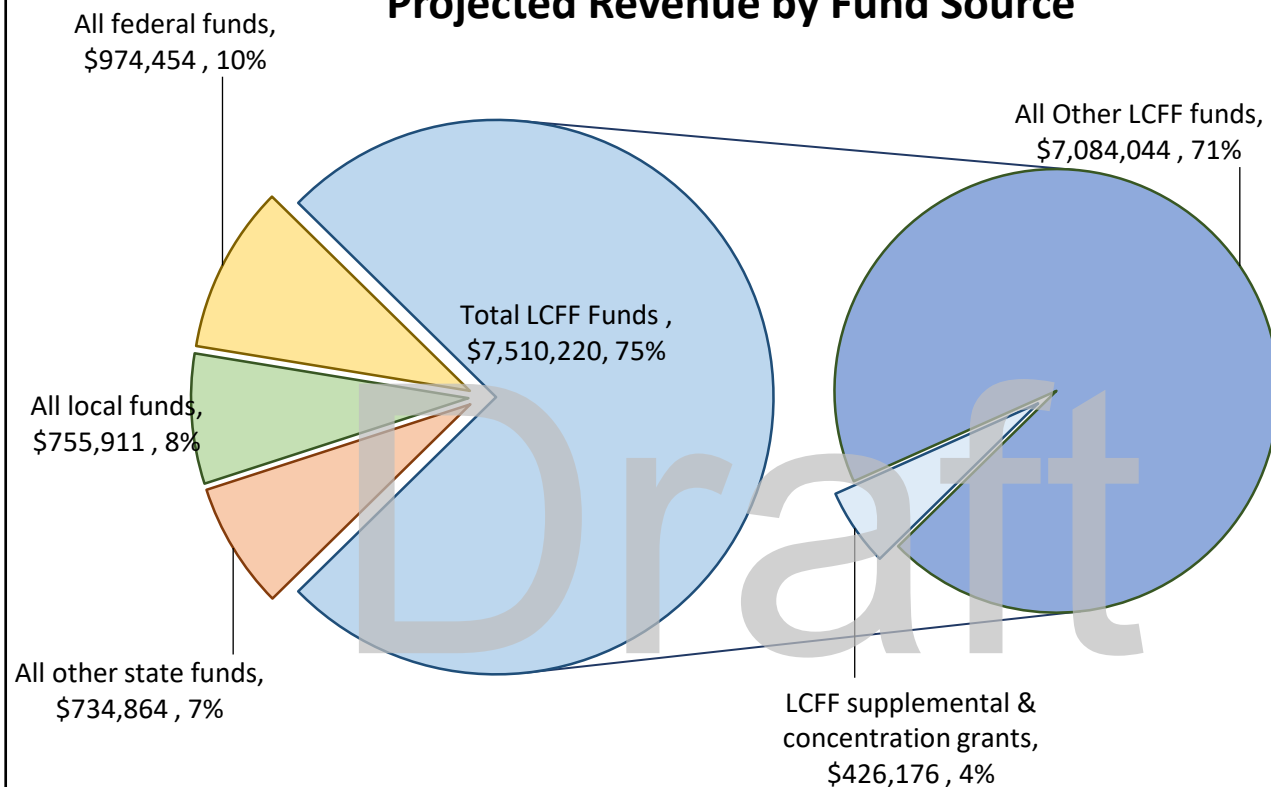
School Year: 2021 – 22

LEA contact information: Leah Silvestre Franklin l.silvestre@greatvalleyacademy.com 209-576-2283

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

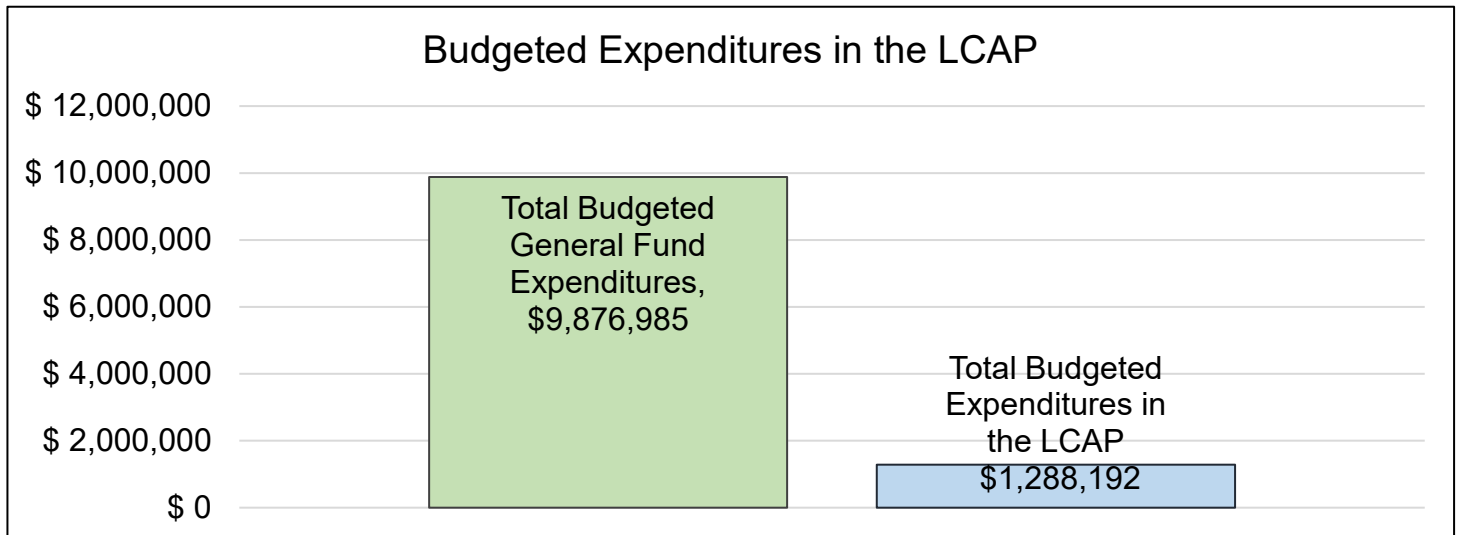


This chart shows the total general purpose revenue Great Valley Academy-Salida expects to receive in the coming year from all sources.

The total revenue projected for Great Valley Academy-Salida is \$9,975,449.00, of which \$7,510,220.00 is Local Control Funding Formula (LCFF), \$734,864.00 is other state funds, \$755,911.00 is local funds, and \$974,454.00 is federal funds. Of the \$7,510,220.00 in LCFF Funds, \$426,176.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Great Valley Academy-Salida plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Great Valley Academy-Salida plans to spend \$9,876,984.90 for the 2021 – 22 school year. Of that amount, \$1,288,192.00 is tied to actions/services in the LCAP and \$8,588,792.90 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

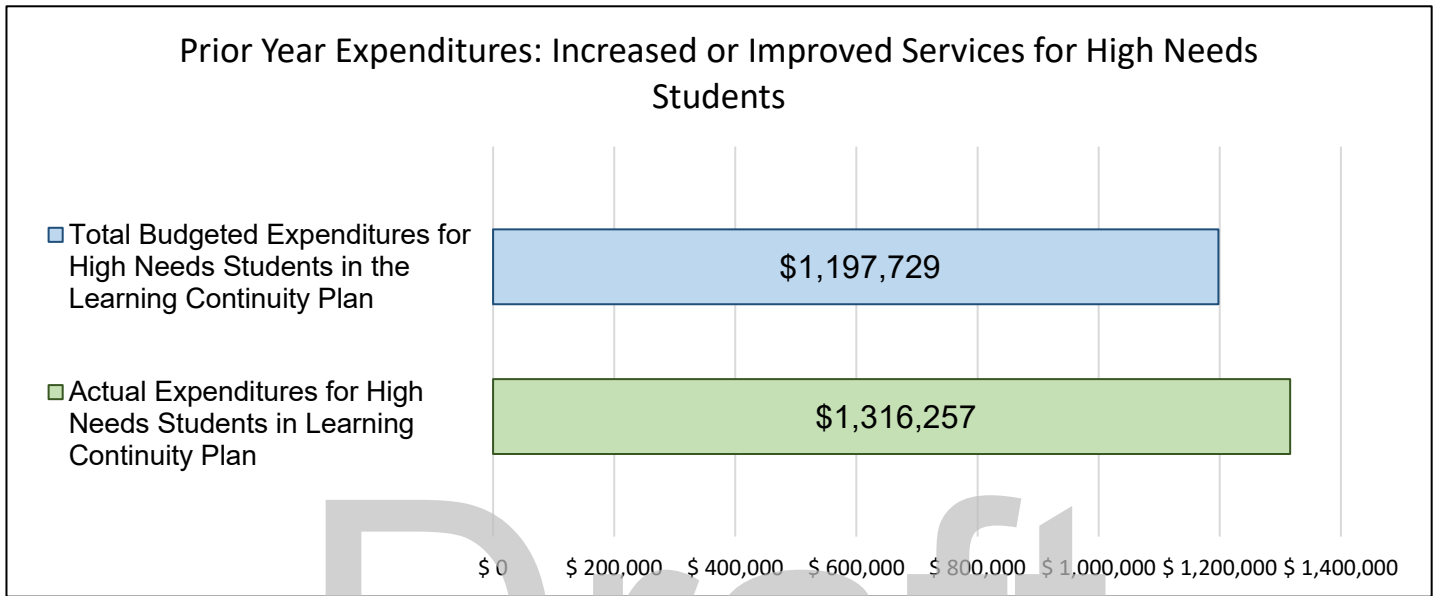
The majority (72%) of our budgeted expenditures are personnel related (certificated, classified salaries and benefits). Other expenses include supplies (curriculum, instructional resources), facilities (building, grounds) and outside services (specialized student services, annual audit, etc.)

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Great Valley Academy-Salida is projecting it will receive \$426,176.00 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy-Salida must describe how it intends to increase or improve services for high needs students in the LCAP. Great Valley Academy-Salida plans to spend \$443,370.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Great Valley Academy-Salida budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Great Valley Academy-Salida estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Great Valley Academy-Salida's Learning Continuity Plan budgeted \$1,197,729.00 for planned actions to increase or improve services for high needs students. Great Valley Academy-Salida actually spent \$1,316,257.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy- Salida	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Great Valley Academy- Salida will create an environment that provides quality education through a positive learning experience, facilitated by highly qualified personnel.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Annual Measurable Outcomes

Expected	Actual
CAASPP- Increase of 1% in ELA Increase of 1% in Math	Increase of 5% in ELA (2019 vs 2018) Decrease of 5% in Math (2019 vs 2018)

Expected	Actual
Local assessment- Increase of 1% in students meeting projected growth in Math Increase of 1% in students meeting projected growth in ELA	2020 vs 2019 Decrease of 1% in students meeting projected growth in Math Increase of 8% in students meeting projected growth in Reading Increase of 8% in students meeting projected growth in ELA
CELDT- ELPAC to replace CELDT as of 2019-2020 LCAP- Increase of 1% in students being reclassified Increase of 1% in students making progress towards English proficiency	46% of English learners were reclassified 49% of English learners made progress towards proficiency
Good Facilities Rating on SARC- Maintain	Maintained
Teachers are appropriately assigned and credentialed to charter schools- Maintain	Maintained
Students (including English Learners) have access to state standards aligned instructional materials and performance standards as applicable to charter schools.- Maintain	Maintained
Students have access to a broad course of study as applicable to GVA Salida charter.- Maintain	Maintained
API- Not Applicable	Not Applicable
Students successfully completing courses satisfying college or career educational standards.- K-8 School, Not Applicable	K-8 School, Not applicable
Students passing AP exam with 3 or higher.- K-8 School, Not Applicable	K-8 School, Not applicable

Expected	Actual
Students demonstrating college preparedness pursuant to, the Early Assessment Program or subsequent assessment of college preparedness- K-8 School, Not Applicable	K-8 School, Not applicable
Programs and services for unduplicated pupils and students with disabilities are developed and provided.- Maintain	Maintained
State science test- Increase of 1% in Science	2019 only year of “new” CAST results 26% met/exceeded standards
Physical Fitness – Healthy Fitness Zone (HFZ)- 5 th grade –Maintain 7 th grade -Maintain	HFZ decreased 2.9% in 5 th grade and 4.7% in 8 th grade

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide access to beginning Teacher Support and assessment. Provide site specific, direct oversight to first and second year teachers. Compensate County Office of Education for annual fees related to induction. Provide substitutes to allow for protected time.	\$15,000	\$30,900.00
Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, technology. ELL/ELD, and other applicable topics.	\$30,000	\$19,686.36
Provide teacher support by supplying mentors and peer observation time (protected time)	\$2,500	\$5,123.13
Continue to integrate Common Core State Standards based instructional resources. This includes curriculum, online and other relevant resources.	\$100,000	\$114,302.87
Provide students with intervention/enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	\$100,000	\$145,555.75
Maintain wireless internet infrastructure and security	\$25,000	\$32,416.61
Maintain oversight of ongoing technology plan and supporting devices. Assess, monitor, support and grow school technological resources.	\$25,000	\$47,305.75
Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL lead staff members.	\$1,000	\$1,328.50
Facilities will be maintained to provide a safe and healthy learning environment.	\$75,000	\$167,127.16
Action EL 1.1 Provide student with intervention enrichment opportunities in reading and math. Incorporate strategies providing additional support for EL's.	See #5	See #5
Action EL 1.2 Provide teacher/staff support and growth opportunities by offering professional development opportunities focused on Common Core State Standards, ELL/ELD, and other applicable topics.	See #2	See #2

Action EL 1.3 Continue to integrate Common Core State Standards Based instructional resources specific to EL's. This includes curriculum, online and other relevant resources.	\$1,000	\$1,380.00
Action EL 1.4 Increase staff understanding of ELD/ELL strategies to facilitate instruction for English Learners. Appoint campus EL Lead staff members.	See #8	See #8

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The majority of the 2019-2020 school year and the implementation of our actions/services moved forward as planned. Our new teachers were supported by veteran staff & administration, professional development was accessed, CCSS aligned resources were purchased/renewed, intervention/enrichment opportunities were provided and facilities were maintained.

As we moved into the final months of school, pandemic conditions beginning to arise, our technology infrastructure and support became vital in ways we had not ever experienced. Their ability to access and deploy devices/hotspots was invaluable and allowed our students to gain remote access in a timely manner. Additionally, our facilities crew stepped into full support mode cleaning and sanitizing spaces for onsite staff to work safely.

Goal 2

Great Valley Academy-Salida will create a family friendly environment where ongoing communication is facilitated; character education and the quality school philosophy are fundamental pillars in the educational model and services and supports for strong emotional health are provided.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
End of year attendance rate- Maintain 95% attendance rate	Maintained 95% attendance rate
End of year suspension rate- Decrease suspension rate by .10%	Decreased suspension rate by 1.4%
End of year expulsion rate- Maintain 0 expulsions	Maintained
End of year Jr. High dropout rate- Maintain 0 dropouts	Maintained
End of year chronic absenteeism rate- Decrease chronic absenteeism rate by .10%	Increased chronic absenteeism rate by 1.1%
High School graduation and dropout rates- K-8 School, Not applicable	K-8 School, Not applicable
End of year parent participation (number)- Maintain current 125 parent participation	Maintained

Expected	Actual
<p>Parent Survey (includes parents of unduplicated pupils and students with disabilities)-</p> <p>Maintain baseline levels (97% of responding parents feel welcomed on campus, 94% of responding parents report that their student is always or most of the time excited about coming to school, 98% of responding parents report that their student always or most of the time feel safe at school.)</p>	<p>95% of responding parents feel welcomed at GVA</p> <p>98% of responding parents have children that feel safe at school</p> <p>96% of responding parents have children that always or most times are happy to come to school</p>

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Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent volunteer program structure and process. Continue to support growth of parent volunteer program.	\$800	\$1,061.87
Host regular meetings for parents and other stakeholders. Provide access and opportunities to engage in discussions regarding campus based needs.	\$500	\$640.30
Host family centered social activities. Encourage family engagement and interest in campus/student activities.	\$2,000	\$3,700.00
Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate access and alignment of services.	\$35,000	\$40,416.49
Provide character education to teachers, students and parents. Focus on character development for students (including bullying prevention).	\$29,000	\$35,763.97
Quality Schools Philosophy integrated in school culture. Assess needs, create plan and follow through with implementation.	\$1,000	\$0
Maintain an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	\$30,000	\$52,301.91
Action LI 2.1- Host family centered social activities. Encourage family engagement and interest in campus/student activities.	See #3	See #3
Action LI 2.2- Provide students with access to onsite support services (Student Assistance Specialist). Clarify student needs to ensure appropriate success and alignment of services.	See #4	See #4
Action LI 2.3- Create, implement and staff an onsite school lunch program benefitting all students, providing focused opportunity for qualifying students to have access to free or reduced price lunch.	See #7	See #7

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The majority of the 2019-2020 school year and the implementation of our actions/services moved forward as planned. Our parent engagement and volunteer program were both successful as well as the onsite family centered activities. Student social emotional needs were supported by our onsite student assistance specialist, providing both individual and groups support.

As we moved into the final months of school, pandemic conditions beginning to arise, our nutrition services team sprang into action and provided a higher number of meals than in any prior period. The seamless summer option allowed us to provide a drive through food service program serving thousands of meals to local families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

<p>GVA will follow the Stanislaus County Office of Education 2020-2021 school year planning guide which was collaboratively developed with local school districts, the Stanislaus County Public Health Officer in accordance with the California Department of Public Health guidelines as we move towards in person instruction.</p> <p>Upon reopening GVA will:</p> <ul style="list-style-type: none"> *Implement a hybrid instructional model <ul style="list-style-type: none"> * decrease the number of students on campus * maintain recommended physical distancing * provide instruction in small student cohorts *Continue to follow intensified sanitization, health and safety protocols *Provide additional handwashing stations *Teach and promote healthy hygiene practices *Provide meal service *Implement face covering requirements (mandatory: staff, students in grades 3-8, strongly encouraged: students in grades K-2) *Provide face coverings as needed *Check for symptoms (staff self-assess & document, families to screen student at home) *Plan for student & staff illness *Have CNA/LVN support *Have student assistance specialist support *Follow plan to revert to distance learning if circumstances warrant <p>GVA will continue to use standards aligned materials, as are currently being used in distance learning, which will mitigate curricular transition.</p> <p>Math:</p> <ul style="list-style-type: none"> *Go Math (Core) *Moby Max digital supplement for math skills practice (including some instruction on the skills/standards) *Khan Academy for 6-8 digital supplement for math skills practice (including some instruction on the skills/standards) 	\$597,472	\$588,187	Y
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ELA:

- *Wonders (K-6) and Collections (7-8)
- *Reading A to Z for assessment along with RAZ Kids
- *Lexiacore digital platform for reading skills/fluency/comprehension practice and tracking
- *Reading plus (6-8) digital platform for reading skills/fluency/comprehension practice and tracking

Science:

- *Studies Weekly (K-5)
- *Discovery Education (6-8)

GVA teachers and support staff will assess academic levels in the following manner:

- *Formative assessment (in both distance and in person learning)
- *NWEA MAP assessment (after return to in person learning)

The following actions and strategies will be utilized to address learning loss and to accelerate learning progress for students:

- *Small group support & re-teach
- *1:1 support
- *Paraprofessional services for additional student support
- *Provision of intervention services
- *Implementation of expanded support models

Provision of a safe, student centered learning environment that bridges in person learning, with distance learning and embraces our safe, loved and learning culture:

- *PPE for staff and students
- *Facilities maintenance & intensified sanitization protocol
- *Handwashing stations
- *English language learner support

*Technology infrastructure support & maintenance			
*Meal service provision			
*Support of highly qualified and dedicated staff			
*Resource support			
*Intervention support			
*SCOE nursing support			
*SCOE behavioral analyst support			
*Onsite CNA/LVN support			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended were lower than expected amounts spent in curriculum costs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

GVA began offering the opportunity for hybrid learning (2 days per week) in October 2020 (73% of students returned in person) and expanded to 4 days per week in March 2021 (83% of students returned in person). Our goals were to keep staff and students safe while providing an in person learning opportunity. As we had students and additional staff return to campus, the demands on our maintenance staff increased exponentially, keeping all classrooms and shared spaces sanitized was a significant expansion of duties. Creating and maintaining the small group cohort spacing requirements and related protocols added additional challenges to all areas of staff. Oversight of Covid protocol, exposure processing, reporting, staff surveillance testing/monitoring, etc. became an additional full-time job for several staff members. Our teaching and instructional support teams straddled the difficult line of teaching both the in person and distance learning students.

We successfully managed all of the above challenges and more, our staff stepped up in extreme ways to support our students and each other as we navigated the most challenging educational environment of our lifetimes. Despite having positive cases on campus, there were zero student transmissions, due to our safety protocols.

Distance Learning Program

Actions Related to the Distance Learning Program

Provision of a safe, student centered distance learning environment that bridges with in person learning and embraces our safe, loved and learning culture: *Digital instructional resources *Professional development *English language learner support *Technology infrastructure support & maintenance *Chromebook & hotspot provision *Meal service provision *Support of highly qualified and dedicated staff *Resource support *Intervention support *SCOE behavioral analyst support	\$341,892	\$493,795	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended was additional funds spent on student Chromebooks and hotspots.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As we moved into the 2020-2021 school year, teaching staff had the opportunity to virtually attend professional development (PD) specific to teaching in a distance learning environment. The PD combined with the rapid conversion to distance learning at the end of the prior school year, provided a foundation to begin the year in the distance learning mode. GVA continued to purchase chromebooks and hotspots for students and replacement laptops for staff to ensure access during distance learning. Staff efforts to engage students were timely and consistent and the re-engagement process was a supportive component in the efforts. Our resource staff worked diligently to provide support to our students with unique needs, in the most effective ways for each student. The distance learning process was navigated with extreme intentionality and in person options provided when practicable. As noted in the previous section, all of our staff roles and responsibilities both changed and expanded during this school year. The ongoing pressures and challenges have taken their toll and we look forward to having a renewed and refreshed staff return for next school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Provision of learning loss support (targeted resources)	\$192,532	\$167,674	Y
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The primary driver of the difference between the planned actions or budgeted expenditures and what was actually implemented and expended was lower than planned staff costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil learning loss is being assessed through the use of local assessments and NWEA-MAP assessments. Data from assessments drive instruction, differentiation and determine the need for additional supports. This data coupled with teacher observation facilitate the support decisions. Support is provided in class via small groups, individual supports and by intervention staff as applicable. In person students are acclimating to the return to more and longer in person academic days, and supporting learning loss needs is a part of their day. Students participating via distance learning have the opportunity to receive additional support from staff and receive virtual intervention services as applicable.

For additional learning loss support, we will provide needs-based summer school for 4 weeks. As we return to school next year, we will assess using NWEA-MAP to measure progress and to determine the need for additional academic supports.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As we navigated the school year from distance to hybrid learning, we were provided with the opportunity to observe students in a more accessible manner, and make referrals to both social emotional supports and mental health supports.

GVA has a full time, sub-contracted social emotional support staff person providing both individual and groups sessions. The program receives referrals from staff, or can see students in the case of a crisis or volatile circumstance. Services were provided both virtually and in person throughout the course of the year.

In the mental health area, GVA sub-contracted 2 types of service provision: individual mental health services for students and parents as well as individual mental health services for staff. Students can be referred by staff or parents, and services are available both in person and via virtual platform. Staff services are provided solely via virtual platform. Both sets of mental health supports are included in next year's budget as well.

All providers were at or near capacity for the majority of their engagement this year. Pre and post assessment data, as well as observational data, indicate decreases in stress levels and positive impacts as a result of services received. Both parents and staff reported satisfaction and appreciation for access to services made accessible by GVA

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

For the most part, pupil engagement remained high throughout the year, if student's engagement levels changed, various staff reached out in an effort to connect with the student. Additionally, we followed our tiered re-engagement process when warranted. All that said, we did have a few students that struggled to engage in a consistent manner.

Family engagement remained a high priority though changed in the way it was done. We had no in person family engagement opportunities. Teachers and administration were in contact with parents at drop off and pick up, connected via email, virtual meetings and phone calls. Engagement for input at various times over the past year was solicited via ParentSquare communication and survey completion. This input informed both sets of re-opening plans, our Learning Continuity and Attendance Plan, our Expanded Learning Opportunity Grant Plan and our Local Control and Accountability Plan.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

GVA school nutrition services provided a record number of meals this year. The Seamless Summer Option (SSO) afforded us the opportunity to provide meals to all students on campus and to all families using a drive through pick up service.

Initially we worked with our food supplier to ensure appropriate levels of inventory, available for the drive through portion of the service; it was open to all families, and demand varied in the early stages of the process. Additionally, navigation of the combined in person student food provision coupled with the drive through food pick up, took some time to streamline.

Both parents and staff reported satisfaction and appreciation for access to the meals provided by GVA. Overall, the nutrition program has been a success, and made a positive impact on hundreds of families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Provision of social emotional support resources (students, staff & families)	\$65,833	\$66,591	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned over the past 14 months resulting from the implementation of a distance learning program, and creation of a hybrid program along with the effects of the pandemic, have informed our LCAP in various ways. With the initial version of the 2021-2024 LCAP, we have added focus on supports for students (general education, additional supports and special education) and have provided for the continuation of both social emotional supports for students as well as mental health supports for both students and staff.

As we are in unknown territory, we have based LCAP goals on a slow and steady approach to academic test score improvement. Grounded in our child centered approach, we know that supporting student social emotional, mental health and academic needs in a comprehensive manner will serve our students growth.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning loss will continue to be monitored via regular curricular assessments and NWEA-MAP assessments. Needs for all students will tracked and supportive services provided (small group support, individual support and interventive support) as applicable. Pupils with unique needs will be assessed and progress towards their goals observed.

As of now, for next school year, we plan to return to full time in-person learning which will provide consistent access to assessment in a traditional setting and a return to full time in-person instruction.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The primary substantive difference between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement was the purchase of additional chromebooks and hotspots in support of student access.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on outcomes in the 2019-2020 LCAP coupled with observations from the effects of the Learning Continuity and Attendance Plan, have given us the opportunity to look critically at how we move forward in 2021-2024. The past year of unprecedented impacts on the education of our students, reminds us of the importance of looking at education from a holistic, student centered perspective. Investing in the social emotional and mental health of our students and reconnecting as a community will be the foundation for growth next year. Safety first, as we then move into assessment and academic supports to ensure engagement and progress.

The 2021-2024 LCAP reflects these priorities as well as the investment in mental health supports for our staff. These additional investments combined with teacher support, professional development and supports for our English Learners, socioeconomically disadvantaged students and students with unique needs, will allow us to make forward movement in the next three years.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Great Valley Academy- Salida	Leah Silvestre Franklin, Chief Executive Officer	l.silvestre@greatvalleyacademy.com 209-576-2283

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students

Great Valley Academy Salida (GVA) campus serves over 800 K8 students. We are located in Modesto California, Stanislaus County and are authorized by the Salida Union School District. This year (2020-2021) we are completing our 10th year of serving families in our community, and have steadily grown our enrollment, with wait lists each and every year.

GVA's student population at Fall 1 2020-2021 consisted of approximately 8.5% English learners, 9.8% students with disabilities and 31% socioeconomically disadvantaged students. GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

Vision Statement

Great Valley Academies envision thriving communities strengthened by individuals who act with confidence, learn tenaciously, celebrate the differences of others, and positively impact the world around them.

Mission Statement

Great Valley Academies create a safe, loved, learning environment where all students develop foundational thinking skills, and positive character traits to achieve their greatest potential.

Five Foundational Pillars

1. Great Valley Smart (GVS®)

GVA trains the brain to unlock gifted learning through visual and movement skills.

2. Character Development

GVA equips students to become caring and responsible through choice theory, character reflection and assessment.

3. Climate: Safe/Loved/Learning

GVA nurtures a sense of community where everyone is safe, loved and learning.

4. Mastery Learning

GVA empowers students to influence the pace and content of their academic experience by demonstrating mastery.

5. Highly Qualified and Dedicated Staff

GVA develops a highly qualified team through extensive and interactive hiring practices and continuous professional growth.

GVA's program uses our Vision, Mission and Pillars to facilitate our solid character development, positive school climate and positive academic progress.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Comparing 2019 dashboard data to 2018, we have the following areas of success to report:

- English Language Arts results increased by 9.3 points, and moved from orange to yellow
- English learners: 49% made progress towards EL proficiency
- Chronic absenteeism: maintained and moved from orange to yellow
- Suspension rate: decreased 1.5% and moved from yellow to green

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Comparing 2019 dashboard data to 2018 we have the following student group that is 2 performance levels below that of our all student performance:

- Math results decreased by 10.3 points and moved from green to orange
- GVA adopted a new math curriculum in 2019, so the decrease was not totally unexpected. We will continue to refine our instructional strategies, as well as accessing additional professional development.
- Chronic absenteeism: increased 1% and moved from orange to yellow
- GVA will continue to monitor attendance, and stay in communication with families regarding the need/importance of getting students to school.
- English learners (EL) in the area of English Language Arts (orange for English learners versus green for all students)

This is one of the factors leading to the decision to add a position that will have a focus on supporting English learners. This position will track our English learners, provide additional support and tools for teachers and instructional aides working with EL students. Additionally, we will continue to provide access to professional development supporting English Language Development standards and best practices in support of EL students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Great Valley Academy's LCAP process included reflections from the current pandemic year, reflections on past successes/challenges and stakeholder input. The biggest change from our past LCAPs is our expanded investment for students social emotional and mental health, this is a critical foundational component as we move into the post pandemic academic environment.

Continued investment in teacher support, professional development, standards aligned materials and an increased investment in staff supporting English learner growth will facilitate progress towards our academic goals.

Combining both of these goal areas will allow GVA the opportunity to impact students and staff in our areas of focus.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At GVA we are in ongoing dialogue with our staff, parents/families and students. Community and relationship are at the core of who we are as a school, and the connections we make on a regular basis with our stakeholders is a testament to that core. Our site administrators are in authentic contact with both staff and students on a daily basis; in person, by phone or email (whichever is the most appropriate mode of communication for the contact). Parents can, and do, connect with our teachers and site administrators in person at drop off/pick up, via email or phone. GVA has many points of contact where informal input and information is gathered, and shared within the administrative team, site leadership team as well as the multi-campus leadership team.

Pre-pandemic (we plan to return to this practice in 2021-2022), we hosted in-person parent/family meetings on a regular basis, the purposes of this meeting are to connect, to hear what is at top of mind for parents and to solicit input on school related topics.

Annually, we solicit input via an easily accessible survey to capture data on what is important to the various stakeholder groups, and ideas for improvement. In the past 15 months, we have conducted multiple surveys to help facilitate next steps in returning students to school in a safe manner, and what they would like to see for the upcoming school year. GVA believes in the power of community and relationships, and finds ways to incorporate stakeholder input as we move through the school year.

A summary of the feedback provided by specific stakeholder groups.

GVA is a charter school, and parents/families have chosen our school for their children's education. The top reasons for choosing GVA are: the sense of community, students feeling safe, and the child centered perspective (presented in broad categories). Families were also asked to provide input on their level of priority in various areas, with the following sample results:

Priority to social emotional supports for students (individual and group) 94%

Priority to mental health services for students (individual and group) 10%

Priority to additional academic supports for students (individual and group) 95%

Ensure facilities are in good repair 100%

Ensure qualified teachers 100%

Maintain a positive school climate 99%

Ensure access to quality instructional materials 97%

Families were asked how we can better serve our English learners, the top responses are: more support through additional small groups, individual support and access to resources.

Families were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students and positive comments regarding distribution of food under the Seamless Summer Option (SSO) for the past 14 months.

A summary of the feedback provided by specific stakeholder groups (continued)

Families were asked how we can better serve our students with special needs; the top responses are: appropriate individual and group learning/support.

GVA staff were also asked to provide input on their level of priority in various areas, with the following sample results:

Priority to social emotional supports for students (individual and group) 100%

Priority to mental health services for students (individual and group) 100%

Priority to additional academic supports for students (individual and group) 100%

Ensure facilities are in good repair 98%

Ensure qualified teachers 100%

Ensure access to quality instructional materials 100%

Staff were asked how we can better serve our English learners, the top responses are: more training (ELD, in class supports) and more support/resources.

Staff were asked how we can better serve our students qualifying for free/reduced lunch, the top responses are: free meals (breakfast/lunch) for all students and positive comments regarding distribution of food under the Seamless Summer Option (SSO) for the past 14 months.

Staff were asked how we can better serve our students with special needs, the top responses are: more training to support students in class, improved SST process and appropriate individual and group learning/support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input is reflected upon throughout the LCAP process and development, GVA’s focus on a student-centered philosophy coupled with the incorporation of stakeholder input led to the development of the current LCAP.

Particular areas influenced by stakeholder input in this year’s LCAP include:

Social emotional supports for students

Mental health supports for students

Academic supports for students

English learner support

Nutrition services support

Students with special needs support

Qualified teacher support

The priorities identified in all stakeholder groups were aligned which provided GVA the opportunity to address the top priorities communicated by our groups.

DRAFT

Goals and Actions

Goal

Goal #	Description
1	<p>By maintaining our facilities, investing in qualified teachers, providing access to standards aligned materials and providing academic centered supports, Great Valley Academy creates a safe environment providing quality education through positive learning experiences, facilitated by highly qualified personnel.</p> <p>By providing academic supports (intervention, resource, English learner) resources and staff professional development as outlined in our actions, we anticipate seeing gains of 2% in each of the following metrics by the end of 2023-2024: CAASPP ELA & Math, NWEA-MAP Math, Reading and language.</p> <p>This goal is in support of state priorities 1, 2, 4, 7, 8</p>

An explanation of why the LEA has developed this goal.

GVA developed goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult year in education history, we will rely on some tried and true actions/processes that provide for safety, investing in teacher support and strengthening academic supports for our students.

Moving through the current academic year, we are using observation and assessment data to determine realistic academic goals for the upcoming LCAP period. Using local assessments, NWEA-MAP and CAASPP data, we will monitor progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 1 that will provide GVA staff the environment to support students and for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA 2019	46% meet/exceed standards	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	48% meet/exceed standards
CAASPP Math 2019	33% meet/exceed standards	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	35% meet/exceed standards
NWEA-MAP 2021 Math	67% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	69% made growth
NWEA-MAP 2021 Reading	69% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	71% made growth
NWEA-MAP 2021 Language	78% made growth	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	80% made growth
ELPAC 2019 English learners making progress towards proficiency	49% made progress towards proficiency	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	51% made progress towards proficiency
EL Reclassification rate 2019	46% of English learners will be reclassified	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	48% of English learners will be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned materials-Academic standards self-reflection tool 2021	Average-item 2 3.6	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average-item 2 4.0
Teacher misassignment rate	0% for charter schools	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0% for charter schools
Facilities rated Good or better	Rating Good on 2020 SARC	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Rating Good or better per annual SARC
Implementation of Common Core State Standards-Academic self-reflection tool 2021	Average rating of items 1-3 (excluding ELD) 3.8	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (excluding ELD) 4.0
Implementation of English language development standards-Academic self-reflection tool 2021	Average rating of items 1-3 (ELD only) 2.0	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average rating of items 1-3 (ELD only) 3.0
Student access & enrollment in all required areas of study-Access to broad course of study self-reflection 2021	Dashboard local indicator-Met	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Dashboard local indicator-Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	New teacher support	Support new teachers participating in induction process by providing fully paid access to Stanislaus County Office of Education (SCOE) induction program, and by providing onsite support	\$25,000	N
2	Professional development-Common Core State Standards (CCSS)	Provide staff access to standards aligned professional development	\$25,000	N
3	Access to CCSS aligned materials	Continued investment and expansion of CCSS aligned instructional resources	\$100,000	N
4	Access to intervention opportunities in reading and math	Provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners	\$160,000	Y
5	Expanded access to take home reading materials	Provide additional books for classroom libraries and connecting room to increase access to books for at home use, and part time library staff	\$36,500	Y
6	Maintain internet infrastructure and security	Provide oversight, maintenance, upgrades as well as support of student/staff devices and online instructional resources	\$62,800	N
7	Annual assessment NWEA-MAP	Annual license cost for NWEA-MAP assessment; for use in planning student instructional objectives and to monitor student growth	\$12,500	N
8	Targeted supports for English learners and socioeconomically disadvantaged students	Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.	\$41,600	Y
9	Resources and professional development supporting further implementation of ELD standards	English Language Development (ELD) focused instructional resources and professional development	\$10,000	Y
10	Maintenance of facilities	Facilities will be maintained to provide a safe learning environment	\$282,900	N

Action #	Title	Description	Total Funds	Contributing
11	Resource staffing in support of students with special needs	Maintain and develop our resource department on support of our students with special needs	\$291,022	N

Goal

Goal #	Description
2	<p>By providing and maintaining a safe, welcoming environment, creating family friendly events, opportunities for connection and communication, social emotional supports, mental health supports, access to onsite meals, as well as staff supports, Great Valley Academy creates a family friendly environment where ongoing communication is facilitated and access to student centered supports are prioritized.</p> <p>By providing student supports (social emotional, mental health, onsite meals), opportunities for families to gather on campus, and support provided by staff, as outlined in our actions, we anticipate maintaining the rate of parents feeling welcome, children wanting to come to school, as well as an increase in parent engagement and students feeling safe on campus. This will allow GVA to maintain attendance at 95%, decrease chronic absenteeism by .5 %, and decrease suspension rate by .1%.</p> <p>This goal is in support of state priorities 3, 5, 6</p>

An explanation of why the LEA has developed this goal.

GVA developed goals in a multifaceted manner: based on past successes, reflection on past challenges and stakeholder input. Given that we are in the process of completing the most difficult year in education history, we will rely on some tried and true actions/processes that provide for safety, as well as adding mental health support and retaining a high level of social emotional support for our students.

Using local data, we will monitor metric progress throughout each academic year and refine actions as applicable.

GVA has created a combination of actions in support of goal 2 that will provide GVA students and families with a safe, welcoming and engaging environment to support our child centered model, which also provides the foundation for students to make academic progress in the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate-2019	95.07%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rate-2019	9.1%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	8.6%
Suspension rate-2019	2.6%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	2.5%
Expulsion rate-2019	0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0%
Jr. High dropout rate-2019	0%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	0%
Parents report feeling welcome on campus-2021 family survey	96%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents report child is happy to come to school always/most of the time -2021 family survey	95%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Students report feeling safe on campus-2021 student survey (3 rd -8 th)	93%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Maintain 90%
Parents are engaged- Parent Engagement Self Reflection Tool	Average = 2.9	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	Average = 3.3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Host parent/family meetings	Provide supplies, snacks and onsite childcare	\$1,000	N
2	Host family centered activities	Provide supplies, snacks and onsite childcare	\$5,000	N
3	Provide students with access to onsite support services (social emotional support)	Provide onsite social emotional support, subcontracted student assistance specialist services	\$52,000	Y
4	Provide students with access to onsite support services (mental health support)	Provide onsite mental health support, subcontracted mental health clinician	\$49,000	N
5	Provide character education to students, teachers, parents	Provide character education primarily working with students, staff and resources	\$39,600	N
6	Maintain an onsite school nutrition program	Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	\$46,470	Y
7	Provide additional administrative support	Provide for additional site based administrative support for students (portion of salary + benefits)	\$47,800	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

See annual update document

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See annual update document

An explanation of how effective the specific actions were in making progress toward the goal.

See annual update document

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

See annual update document

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6%	\$426,176

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Great Valley Academy will receive an estimated \$426,176 in LCFF grant funds. GVA is expending the LCFF grant funds as determined by the school's goals, in support of California's 8 priority areas.

GVA's student unduplicated pupil count at Fall 1 2020-2021 consisted of approximately 8.5% English learners, and 31% socioeconomically disadvantaged students. In addition to using the lens of serving our unduplicated pupil groups in our school wide decision making, GVA solicits annual input in the form of surveys, from our various stakeholder groups: parents/families, students and staff. We analyze the data and use it to drive student and staff support as well as continuous improvement. The data gathered used to inform and facilitate our annual planning and the Local Control and Accountability Plan.

All of the actions and services contained in this LCAP are being implemented on a LEA/School wide basis. Those principally directed towards our English learners and socioeconomically disadvantaged students are as follows:

Access to intervention opportunities in reading and math: provide additional instructional supports in reading and math, includes supports for English learners, and socioeconomically disadvantaged learners

Expanded access to take home reading materials: provide additional books for classroom libraries and connecting room to increase access to books for at home use

Targeted supports for English learners and socioeconomically disadvantaged students Lead staff person focusing on student supports & interventions; teacher and instructional aide support/training, data tracking reporting and for use in student support. Resources, initial and ongoing professional development in support of lead staff growth.

Resources and professional development supporting further implementation of ELD standards: English Language Development (ELD) focused instructional resources and professional development

Provide students with access to onsite support services (social emotional support): provide onsite social emotional support, subcontracted student assistance specialist services

Provide students with access to onsite support services (mental health support) : provide onsite mental health support, subcontracted mental health clinician

Maintain an onsite school nutrition program: maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs

Provide additional administrative support: provide for additional site based administrative support for students (portion of salary + benefits)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The increase in proportionality for English learners, and socioeconomically disadvantaged students is at 6%.

The use of LCFF grant fund dollars in supporting basic school operations, building school/staff capacity, improvement and expansion of instructional/technological resources, targeted parent outreach, provision of intervention services, student support services and free/reduced price lunches, effectively meet the needs of our unduplicated pupil count. Specifically, these services have a direct impact on our unduplicated pupils; we provide students with a quality educational program in a supportive environment, so they are able to make academic improvement. Based on our annual update, analysis of metrics and stakeholder feedback, expending funds on these services is the most effective

Total Expenditures Table									
		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 1,288,192	\$ -	\$ -	\$ -	1,288,192	\$ 996,692	\$ 291,500
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	New teacher support	All	\$ 25,000				\$ 25,000	
1	2	Professional development CCSS	All	\$ 25,000		\$ -	\$ -	\$ 25,000	
1	3	Access to CCSS aligned materials	All	\$ 100,000		\$ -	\$ -	\$ 100,000	
1	4	Access to intervention opportunities	All	\$ 160,000		\$ -	\$ -	\$ 160,000	
1	5	Expanded access to take home reading materials	All	\$ 36,500		\$ -	\$ -	\$ 36,500	
1	6	Maintain internet infrastructure & security	All	\$ 62,800			\$ -	\$ 62,800	
1	7	Annual NWEA-Map assessment	All	\$ 12,500				\$ 12,500	
1	8	Targeted supports for unduplicated pupils	All	\$ 41,600				\$ 41,600	
1	9	Resources & PD in support of ELD	All	\$ 10,000				\$ 10,000	
1	10	Maintenance of facilities	All	\$ 282,900				\$ 282,900	
1	11	Resource staffing supporting students w/special needs	All	\$ 291,022				\$ 291,022	
2	1	Host parent/family meetings	All	\$ 1,000				\$ 1,000	
2	2	Host family centered activiites	All	\$ 5,000				\$ 5,000	
2	3	Provide student access to social emotional supports	All	\$ 52,000				\$ 52,000	
2	4	Provide student access to mental health supports	All	\$ 49,000				\$ 49,000	
2	5	Provide character education	All	\$ 39,600				\$ 39,600	
2	6	Maintian an onsite school nutrition program	All	\$ 46,470				\$ 46,470	
2	7	Provide additional site administrative support	All	\$ 47,800				\$ 47,800	

Contributing Expenditure Table							
					Totals by Type	Total LCFF Funds	Total Funds
					Total:	\$ 443,370	\$ 443,370
					LEA-wide Total:	\$ -	\$ -
					Limited Total:	\$ -	\$ -
					Schoolwide Total:	\$ 443,370	\$ 443,370
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	New teacher support	Schoolwide		Schoolwide	\$ 25,000	\$ 25,000
1	3	Access to CCSS aligned materials	Schoolwide		Schoolwide	\$ 100,000	\$ 100,000
1	4	Access to intervention opportunities	Schoolwide	All	Schoolwide	\$ 160,000	\$ 160,000
1	5	Expanded access to take home reading materials	Schoolwide	All	Schoolwide	\$ 36,500	\$ 36,500
1	6	Maintain internet infrastructure & security	Schoolwide		Schoolwide	\$ 62,800	\$ 62,800
1	7	Annual NWEA-Map assessment	Schoolwide		Schoolwide	\$ 12,500	\$ 12,500
1	8	Targeted supports for unduplicated pupils	Schoolwide	All	Schoolwide	\$ 41,600	\$ 41,600
1	9	Resources & PD in support of ELD	Schoolwide	All	Schoolwide	\$ 10,000	\$ 10,000
1	10	Maintenance of facilities	Schoolwide		Schoolwide	\$ 282,900	\$ 282,900
1	11	Resource staffing supporting students w/special needs	Schoolwide		Schoolwide	\$ 291,022	\$ 291,022
2	1	Host parent/family meetings	Schoolwide		Schoolwide	\$ 1,000	\$ 1,000
2	2	Host family centered activities	Schoolwide		Schoolwide	\$ 5,000	\$ 5,000
2	3	Provide student access to social emotional supports	Schoolwide	All	Schoolwide	\$ 52,000	\$ 52,000
2	4	Provide student access to mental health supports	Schoolwide	All	Schoolwide	\$ 49,000	\$ 49,000
2	5	Provide character education	Schoolwide		Schoolwide	\$ 39,600	\$ 39,600
2	6	Maintain an onsite school nutrition program	Schoolwide	All	Schoolwide	\$ 46,470	\$ 46,470
2	7	Provide additional site administrative support	Schoolwide	All	Schoolwide	\$ 47,800	\$ 47,800

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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Action Item i.

Withdrawal from Charter Safe Insurance JPA effective June 30, 2021 and enter into new insurance agreement with Bolton & Company including Workers' Comp Insurance and all Property & Liability Insurance effective July 1, 2021.

This change will save Great Valley Academy \$124,936 for 2021/22 while providing comparable or exceeding insurance levels and services.



Great Valley Academy – Modesto 2020-2021 School Year

School Climate (LCFF Priority 6)

Survey Highlights (families, staff, and student surveys)

Family Survey Results- Highlights

I feel welcome on campus	94% Agree/Strongly Agree
My child feels safe at school	99% Always/Most of the time
My child is happy to come to school	97% Always/Most of the time
GVA-Overall rating	95% Meets/Exceeds Expectations

Student Survey Results- Highlights

I feel safe at GVA	87% Always/Most of the time
My teacher cares about me	97% Always/Most of the time
I am excited to learn	74% Always/Most of the time
I feel loved at GVA	81% Always/Most of the time

Staff Survey Results- Highlights

Site leadership demonstrates valuing staff	98% Agree/Strongly Agree
Interactions between staff are cooperative	94% Agree/Strongly Agree

Site leadership demonstrated quality leadership through Covid related challenges
92% Agree/Strongly Agree

CEO demonstrated quality leadership through Covid related challenges
91% Agree/Strongly Agree

I enjoy working at GVA 100% Agree/Strongly Agree



Great Valley Academy – Salida 2020-2021 School Year

School Climate (LCFF Priority 6)

Survey Highlights (families, staff, and student surveys)

Family Survey Results- Highlights

I feel welcome on campus	95% Agree/Strongly Agree
My child feels safe at school	98% Always/Most of the time
My child is happy to come to school	95% Always/Most of the time
GVA-Overall rating	96% Meets/Exceeds Expectations

Student Survey Results- Highlights

I feel safe at GVA	93% Always/Most of the time
My teacher cares about me	97% Always/Most of the time
I am excited to learn	76% Always/Most of the time
I feel loved at GVA	89% Always/Most of the time

Staff Survey Results- Highlights

Site leadership demonstrates valuing staff	96% Agree/Strongly Agree
Interactions between staff are cooperative	96% Agree/Strongly Agree

Site leadership demonstrated quality leadership through Covid related challenges
96% Agree/Strongly Agree

CEO demonstrated quality leadership through Covid related challenges
98% Agree/Strongly Agree

I enjoy working at GVA 96% Agree/Strongly Agree

Great Valley Academy-Modesto
Parent Engagement Self Reflection-May 2021

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

GVA strives to understand our populations and support all learners. We have taken several strides to develop multiple avenues for communication such as: Use of Parent Communication App with translation services to provide direct communication, use of bilingual employees to translate major documents in multiple languages, ensuring not only core academic areas are communicated but also enrichment activities are also communicated in multiple languages, regular meetings and access points for parents to reach out. We have also worked on improving education for staff in these areas with training and support from our county office of education to implement language learning strategies and accessibility for all learners.

We want to continue to grow in the education of our staff to foster increased accessibility to all learners by extended use of language learner strategies, special education strategies, and other strategies that focus on generating authentic discourse in the classroom. The foundation of all of this is having class and school communities that are supportive, engaging, and challenging.

Great Valley Academy-Salida
Parent Engagement Self Reflection-May 2021

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.		2			

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.		2			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Great Valley Academy – Modesto 2020-2021 School Year

Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1) Appropriately Assigned Teachers, Access to Curriculum- Aligned

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

All teachers appropriately assigned for charter schools

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

All students have access to their own materials

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Facilities meet the “Good” standard

Great Valley Academy – Salida 2020-2021 School Year

Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1) Appropriately Assigned Teachers, Access to Curriculum- Aligned

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

All teachers appropriately assigned for charter schools

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

All students have access to their own materials

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Facilities meet the “Good” standard