



Peak Prep Pleasant Valley

Board Meeting Agenda—Special Meeting Wednesday October 26th, 2021 10am

Teleconference Locations:

In accordance with Government Code Section 54953(e)(1)(B), if the Charter School Board of Directors determines, that meeting in person would present imminent risks to the health or safety of attendees and in pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing, the Charter school may hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body. Charter schools still need to comply with the timelines for posting agendas, including putting the agenda as a direct link on their website. The agenda must give notice of the means by which members of the public may observe and participate (e.g., conference call dial-in number, etc.). The agenda does not need to list the address from where each Board member will be calling in, agendas do not need to be posted at those locations, and the charter school does not need to make those locations accessible to the public or ensure that members of the public may address the body at those locations. A quorum of the Board does not need to participate from locations within the boundaries of the territory over which the charter school exercises jurisdiction. These changes only apply during the period in which state or local public health officials have imposed or recommended social distancing measures.

Shalen Bishop is inviting you to a scheduled Zoom meeting.

Topic: Board Meeting: Oct 2021

Time: Oct 26, 2021 10:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81649713025?pwd=bmxKWE1VL2NLNEt3enVCaFpKRlhYdz09>

Meeting ID: 816 4971 3025
Passcode: PeakPrep

One tap mobile

+19292056099,,81649713025#,,,,*10623707# US (New York)

+13017158592,,81649713025#,,,,*10623707# US (Washington DC)

Dial by your location

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+1 346 248 7799 US (Houston)

Meeting ID: 816 4971 3025
Passcode: 10623707

Find your local number: <https://us02web.zoom.us/j/81649713025>

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted physically within the Charter School's jurisdiction, and on the legislative body's website 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted physically within the Charter School's jurisdiction, and on the legislative body's website 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this

meeting may request assistance by contact Superintendent, Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact the Head of School's Office: Dr. Shalen Bishop at Shalen.Bishop@peak-prep.org.

I. PRELIMINARY MATTERS

A. Call to Order:

Meeting was called to order by Board Director at: _____

B. Roll Call

Board Member	Present	Absent
Marlo Hartsuyker		
Natalie Adams		
Sandra Taylor		
Alana Miller		

C. Preliminary Action Item

Board findings pursuant to Government Code Section 54953(e)

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

D. Motion to adopt the agenda was moved by _____

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

II. PUBLIC COMMENT The public may comment on any item that is on the agenda or any other item that is in the Board's jurisdiction. No presentation shall be more than two (2) minutes. Individuals desiring to address the Board are requested to email Dr. Bishop (Shalen.Bishop@peak-prep.org) prior to the start of the meeting. Board members are prohibited from responding to or commenting on matters raised by the public that are not on the agenda. (Gov. Code § 54954.2(a))

Public comments may be presented through our zoom link to the meeting:

<https://us02web.zoom.us/j/81649713025?pwd=bmxKWE1VL2NLNEt3enVCaFpKRlhodz09>

Meeting ID: 816 4971 3025

Passcode: PeakPrep

(For Phone access see agenda information above)

III. Information, Discussion and Action items

A) Approval of Consent Agenda. Agenda items presented in this section compose the Consent Agenda and are routine of nature. Unless an item is moved to the Action section at the request of a board member, they will be approved by the board as a group as the first action on the agenda. Each item approved shall be deemed to have been read in full and adopted as recommended.

1. Approval of Financial Statement. The Chief Business Official recommends that the Board of Directors approve the revenue and expenditures as listed on the Sept 1st, 2021-Sept 30th, 2021 Financial Statements.

2. Approval of Board Report of Commercial Checks

The Chief Business Official recommends that the Board of Directors approve the commercial payments as listed on the Sept 1st, 2021-Sept 30th, 2021 Board Report of Checks.

3. Approval of Board Report of Purchase Orders

The Chief Business Official recommends that the Board of Directors approve the purchase orders as listed

on the Sept 1st, 2021-Sept 30th, 2021 Board Reports.

4. Approve Minutes from 9/15/2021 Board Meeting.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

B) The Board shall review, discuss and approve the ESSR III Spending Plan.

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

C) The Board shall review, discuss, and approve the updated Independent Study Policy. This policy was last approved Aug 12th, 2021 and reflects the updated changes from signed AB 167.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

D) The Board shall review, discuss, and approve the new Peak Prep Credit Card Policy. Peak Prep is seeking a credit card to have available. This policy lays down the foundation of expectations and accountability for those who are authorized to use the credit card.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

IV. Board Members Remarks and Announcements

V. ADJOURNMENT

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Marlo Hartsuyker						
Natalie Adams						
Sandra Taylor						
Alana Miller						

Adjourned at

Checks Dated 09/01/2021 through 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800200	09/01/2021	ALLTECH ENTERPRISES, LLC	620-4300	13,284.50	
			620-5800	100.00	13,384.50
5038800201	09/01/2021	BUSINESS SERVICES AUTHORITY	620-5800	320.00	
			620-9510	180,370.74	180,690.74
5038800202	09/01/2021	Kaiser Foundation Health Plan	620-9537		972.68
5038800203	09/03/2021	Mojica, Evelyn	620-5903		54.05
5038800204	09/03/2021	Conover Company	620-5220		790.00
5038800205	09/03/2021	Young Minney & Corr, LLP	620-5899		2,992.02
5038800206	09/08/2021	DocHub LLC	620-5800		808.38
5038800207	09/08/2021	Jeffery David Rice A Plus+	620-5220		4,648.35
5038800208	09/10/2021	ALLTECH ENTERPRISES, LLC	620-5800		2,320.00
5038800209	09/10/2021	Class Technologies Inc	620-5800		14,736.00
5038800210	09/10/2021	T-Mobil USA Inc	620-5902		240.00
5038800211	09/13/2021	Oxford Consulting Services Inc	620-5800		884.08
5038800212	09/13/2021	WEX Health Inc.	620-9539		135.00
5038800213	09/16/2021	ALLTECH ENTERPRISES, LLC	620-4400		894.18
5038800214	09/16/2021	Anthem Blue Cross	620-9534		25,712.80
5038800215	09/21/2021	Edgenuity Inc	620-4100		40,430.00
5038800216	09/21/2021	The Lincoln National Life Insurance Company	620-9539		561.18
5038800217	09/24/2021	VTA CNTY OFFICE OF EDUCATION	620-5800		20.00
5038800218	09/27/2021	VTA CNTY OFFICE OF EDUCATION	620-5800		4,308.00
5038800219	09/28/2021	CliftonLarsonAllen LLP	620-5801		525.00
5038800220	09/29/2021	PLEASANT VALLEY SCHOOL DIST	620-5600		3,093.96
5038800221	09/30/2021	CliftonLarsonAllen LLP	620-5801		3,370.50
5038800222	09/30/2021	T-Mobil USA Inc	620-5902		240.00
Total Number of Checks			23		301,811.42

Fund Recap

Fund	Description	Check Count	Expensed Amount
620	Peak Prep	23	301,811.42
	Total Number of Checks	23	301,811.42
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		301,811.42

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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Includes Purchase Orders dated 09/01/2021 - 09/30/2021

PO Number	Vendor Name	Order Location	Object Description	Resource Description	Account Amount
B3822-00010	BUSINESS SERVICES AUTHORITY	Peak Prep	AcctsPybl	Unrestricted	180,370.74
B3822-00011	VTA CNTY OFFICE OF EDUCATION	Peak Prep	Prof/ConslServ	Unrestricted	4,308.00
B3822-00012	CliftonLarsonAllen LLP	BSA	AdtServ	Unrestricted	5,617.00
P3822-00029	Edgenuity Inc	Peak Prep	Txtbk	Unrestricted	10,200.00
P3822-00030	DocHub LLC	Peak Prep	Prof/ConslServ	Unrestricted	808.38
P3822-00031	Edgenuity Inc	Peak Prep	Txtbk	Unrestricted	2,475.00
P3822-00032	Jeffery David Rice	Peak Prep	StffDvlpmnt	NCLBIIprtA	4,648.35
P3822-00033	CliftonLarsonAllen LLP	Peak Prep	AdtServ	Unrestricted	525.00
P3822-00034	Edgenuity Inc	Peak Prep	Txtbk	Unrestricted	1,250.00
P3822-00036	VTA CNTY OFFICE OF EDUCATION	Peak Prep	Prof/ConslServ	Unrestricted	20.00
P3822-00037	The College Board	Peak Prep	Prof/ConslServ	Unrestricted	250.00
P3822-00038	IXL Learning Inc.	Peak Prep	Txtbk	Unrestricted	550.00
Total Number of POs			12	Total	211,022.47

Fund Recap

Fund	Description	PO Count	Amount
620	Peak Prep	12	211,022.47

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Fund 620 - Peak Prep

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	Revenue Limit State Aid Curr	1,446,268.00	1,446,268.00	214,050.00	1,232,218.00	14.80
8012	Education Protection Act	58,136.00	58,136.00	14,534.00	43,602.00	25.00
8096	Trs In-Lieu from Property Tax	1,054,366.00	1,054,366.00	193,950.00	860,416.00	18.39
Total LCFF Revenue Sources		2,558,770.00	2,558,770.00	422,534.00	2,136,236.00	16.51
Federal Revenue						
8181	Special Education Entitlement	48,407.00	48,407.00		48,407.00	
8290	All Other Federal Revenue	368,612.00	368,612.00	39,058.00	329,554.00	10.60
Total Federal Revenue		417,019.00	417,019.00	39,058.00	377,961.00	9.37
Other State Revenues						
8550	Mandated Cost Reimbursements	10,206.00	10,206.00		10,206.00	
8560	State Lottery Grant	48,844.00	48,844.00	18,352.58	30,491.42	37.57
Total Other State Revenues		59,050.00	59,050.00	18,352.58	40,697.42	31.08
Other Local Revenue						
8660	Interest	5,000.00	5,000.00		5,000.00	
8699	All Other Local Revenue			5,641.21	5,641.21-	NO BDGT
8792	Transfers of Apportionments Fr	174,931.00	174,931.00		174,931.00	
Total Other Local Revenue		179,931.00	179,931.00	5,641.21	174,289.79	3.14
Total Year To Date Revenues		3,214,770.00	3,214,770.00	485,585.79	2,729,184.21	15.10

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Teacher	1,248,100.00	1,248,100.00	980,875.48	222,617.58	44,606.94	17.84
1130	Certificated Stipends	30,000.00	30,000.00		5,000.00	25,000.00	16.67
1140	Certificated Extra Duty				118.29	118.29-	NO BDGT
1200	Certificated Pupil Support Sal	177,500.00	177,500.00	171,818.14	38,181.80	32,499.94-	21.51
1230	Cert Pupil Support Stipend	5,000.00	5,000.00			5,000.00	
1300	Certificated Administrators	260,000.00	260,000.00	195,000.12	65,000.04	.16-	25.00
1330	Administration Stipend	2,500.00	2,500.00			2,500.00	
1900	Other Certificated Salaries				5,505.00	5,505.00-	NO BDGT
Total Certificated Salaries		1,723,100.00	1,723,100.00	1,347,693.74	336,422.71	38,983.55	19.52
Classified Salaries							
2100	Instructional Aides	20,062.00	20,062.00			20,062.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

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Fund 620 - Peak Prep

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Classified Salaries (continued)							
2400	Clerical & Office Salaries	112,844.00	112,844.00	84,937.56	27,906.12	.32	24.73
Total Classified Salaries		132,906.00	132,906.00	84,937.56	27,906.12	20,062.32	21.00
Employee Benefits							
3301	OASDI/Medicare Certificated	124,709.00	124,709.00	97,425.46	25,124.87	2,158.67	20.15
3302	OASDI/Medicare Classified	10,114.00	10,114.00	6,497.78	2,134.86	1,481.36	21.11
3401	Health/Dental/Vision Cert	244,171.00	244,171.00	193,440.06	21,493.34	29,237.60	8.80
3402	Health/Dental/Vission Class	20,460.00	20,460.00	17,142.66	1,904.74	1,412.60	9.31
3501	SUI Certificated	20,096.00	20,096.00	6,395.43	1,642.14	12,058.43	8.17
3502	SUI Classified	1,626.00	1,626.00	424.75	139.56	1,061.69	8.58
3601	Workers' Comp Certificated	28,433.00	28,433.00	22,237.56	5,551.11	644.33	19.52
3602	Workers' Comp Classified	2,193.00	2,193.00	1,401.41	460.44	331.15	21.00
3901	403B and OtherBenCert	4,325.00	4,325.00	3,935.16	427.45	37.61-	9.88
3902	403B and OtherBen Class	220.00	220.00	262.26	29.14	71.40-	13.25
Total Employee Benefits		456,347.00	456,347.00	349,162.53	58,907.65	48,276.82	12.91
Books and Supplies							
4100	Textbooks	278,593.00	278,593.00	119,869.92	89,098.67	69,624.41	31.98
4300	Materials and Supplies	45,450.00	45,450.00	3,040.00	24,749.98	17,660.02	54.46
4400	Non-Capitalized Equipment				894.18	894.18-	NO BDGT
Total Books and Supplies		324,043.00	324,043.00	122,909.92	114,742.83	86,390.25	35.41
Services and Other Operating Expenditures							
5200	Travel and Conference	5,050.00	5,050.00			5,050.00	
5220	Staff Development	18,079.00	18,079.00		6,137.35	11,941.65	33.95
5300	Dues and Memberships	3,030.00	3,030.00		385.00	2,645.00	12.71
5450	Other Insurance	13,668.00	13,668.00		20,413.00	6,745.00-	149.35
5600	Repair, Maintenance Building	18,540.00	18,540.00		3,093.96	15,446.04	16.69
5800	Professional/Consultion Servic	186,573.00	186,573.00	78,345.92	43,547.79	64,679.29	23.34
5801	Audit Services	13,181.00	13,181.00	2,246.50	3,895.50	7,039.00	29.55
5803	Business Services Authority	216,659.00	216,659.00	216,659.00			
5899	Legal Services Box 14	30,000.00	30,000.00	17,835.47	7,164.53	5,000.00	23.88
5901	Communication Services-Phone	4,040.00	4,040.00		1,335.99	2,704.01	33.07
5902	Internet Services	404.00	404.00	2,160.00	720.00	2,476.00-	178.22
5903	Postage	909.00	909.00		54.05	854.95	5.95
Total Services and Other Operating Expenditures		510,133.00	510,133.00	317,246.89	86,747.17	106,138.94	17.00
Total Year To Date Expenditures		3,146,529.00	3,146,529.00	2,221,950.64	624,726.48	299,851.88	19.85

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = ,
Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 620 - Peak Prep

Fiscal Year 2021/22 Through October 2021

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9110	Cash in County Treasury	1,577,951.84	696,709.17	2,274,661.01
9120	Cash in Bank Account	5,915.79	5,915.79-	
9200	Accounts Receivable	564,937.28	564,937.28-	
9201	Accounts Receivable-Payroll	2,751.85		2,751.85
9290	Due From Other Governments	769,542.28	615,930.00-	153,612.28
9330	Prepaid Rent	43,981.93	43,981.93-	
Total Assets		2,965,080.97	534,055.83-	2,431,025.14
Liabilities				
9510	Accounts Payable	306,431.24	306,431.24-	
9530	Summer Pay Liability		5,759.12	5,759.12
9534	Health & Welfare Ins Payable	19,007.93	63,630.43-	44,622.50-
9535	State Unemployment Insurance	1,066.37	1,553.60	2,619.97
9536	Workers' Comp Ins Payable	99.60-	1,312.16	1,212.56
9537	Retiree Benefits		972.68-	972.68-
9539	Miscellaneous Deductions	3,022.58	1,669.34-	1,353.24
9552	Sales Tax Payable	1,084.60	98.67	1,183.27
9590	Due to Other Governments	944,613.00	30,935.00-	913,678.00
Total Liabilities		1,275,126.12	394,915.14-	880,210.98
Calculated Fund Balance		1,689,954.85	139,140.69-	1,550,814.16
Beginning Fund Balance				
9791	Beginning Fund Balance	1,689,954.85		1,689,954.85
Beginning Fund Balance Proof		.00	139,140.69-	139,140.69-
Change in Fund Balance - Excess Revenues (Expenditures)			(139,140.69)	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised		
Reserves				
9720	Reserve for Encumbrances		2,221,950.64	2,221,950.64
Other Designations				
9790	Undesignated/Unappropriated	20,412.00	20,412.00	
9796 - 9799				
9796	Capital Assets Net of Debt	157,326.00	157,326.00	
9797	Restricted Net Assets	1,180,524.00	1,180,524.00	
Total 9796 - 9799		.00	.00	.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 620 - Peak Prep

Fiscal Year 2021/22 Through October 2021

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	3,214,770.00	3,214,770.00		485,585.79	2,729,184.21	15.10
B. Expenditures	3,146,529.00	3,146,529.00	2,221,950.64	624,726.48	299,851.88	19.85
C. Subtotal (Revenue LESS Expense)	68,241.00	68,241.00		139,140.69-	2,429,332.33	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	68,241.00	68,241.00		139,140.69-	2,429,332.33	
F. Fund Balance:						
Beginning Balance (9791)	1,290,021.00	1,290,021.00		1,689,954.85		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,290,021.00	1,290,021.00		1,689,954.85		
G. Calculated Ending Balance	1,358,262.00	1,358,262.00		1,550,814.16		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	20,412.00	20,412.00				
Other	1,337,850.00	1,337,850.00		2,221,950.64		

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak Prep Pleasant Valley	Dr. Shalen Bishop	Shalen.Bishop@peak-prep.org 8052220025

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
ESSR III Spending	After board approval, anyone from the public may access the plan via our website: www.peak-prep.org

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$527,663

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$0

Plan Section	Total Planned ESSER III
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$105,550
Use of Any Remaining Funds	\$422,113

Total ESSER III funds included in this plan

\$527,663

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

We did utilize our LCAP Engagement and feedback while opening the door for continued feedback of opportunities.

Peak Prep offers stakeholder engagement through meetings, surveys, emails and received phone calls. As a result of the COVID-19 Pandemic, we initiated engagement opportunities with our families and community. We do not have a bargaining unit. Stakeholder Engagement included:

- We presented a number of opportunities to staff for feedback.
- We have reached out to all students to give them an opportunity for feedback.
- We have reached out to our parents/guardians early summer and late August to give them an opportunity for feedback. In addition, the survey is still open.
- We have held a public hearing and board meetings for others, including the community, to have the opportunity for feedback.

In addition, we've participated in multiple Ventura County and SELPA meetings that included Foster Youth & The LCAP, English Learners & The LCAP, and SELPA Consultation & strengthening services for students with disabilities.

Peak Prep held an Annual Family Engagement Meeting and met with the Parent Advisory Committee and held a public hearing. All meetings for feedback were held virtually, via Zoom. Peak prep continues to offer office hours for phone calls, receipt of emails, and options to complete surveys.

At the beginning of the school year, all students that are EL were called and asked what support or supplies they need to set themselves up for success. In addition, Homeroom teachers and Sped Case Managers have had discussions with families regarding support. Beyond the LCAP, leads and other faculty have been giving input regarding needs to support our students academically and support their learning loss. Lastly, we used current trends and data to give us further insight in the academic needs of our students.

A description of how the development of the plan was influenced by community input.

Parents would love to see additional tutoring opportunities.
Faculty would like to see more student engagement and intervention.

The whole plan was in response to community input because it directly correlates with learning loss and intervention:

- 1) There was a huge need for evidence-based intervention. Having an interventionist will help identify areas of needs and provide the evidence-based intervention and strategies to address lost instructional time.
- 2) There was an expressed need for supplemental resources from families and faculty. The resources will provide additional academic support and begin filling in learning gaps. In addition to these resources, it will allow teachers to find additional resources for individual students that need additional support. I.E. Generation Genius, math manipulatives, reading supplies)
- 3) Additional Credit Recovery and counseling time for our high school students. There will be stipends given to teachers to support and teach over the summer to allow additional course offerings to help students get closer to their graduation goals and fill in any credit recovery loss impacted Covid-19.
- 4) An assessment coordinator will help monitor progress, analyze data, and ensure that students that are disproportionately impacted by COVID-19 are getting support and mapping their growth.
- 5) Stipends provided for teachers to add additional ELD/ELL support to our students who may need additional direct ELD instruction due to Covid-19.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

0--N/A

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	N/A	We are a nonclassroom based school; therefore, we don't have in-person learning.	0.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$105,550

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 3	ELD/ELL Support Stipend	Two stipends will be offered to add additional ELD instruction for our EL students.	\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2	Math Tutoring and Intervention	To provide additional support to students who are in need of math intervention and support	\$10,000
LCAP Goal 2	Assessment & Diagnostic Coordinator	To provide a stipend for an individual to analyze academic data and provide an analysis on students needing intervention and track growth and progress.	\$5,000
LCAP Goal 3	Summer School Teacher Stipend	To provide four stipends for teachers to provide student for HS students who are CR deficient or needing additional credits for graduation.	\$10,000
LCAP Goal 2	Generation Genius	Science and Math supplemental resources for our TK-5th grade classrooms	\$1,050
LCAP Goal 2	Intervention Specialist	To hire an intervention specialist to work with students needing extra support.	\$57,000
LCAP Goal 2 and LCAP Goal 3	Supplemental Resources/Classroom Supplies	To provide additional classroom resources and academic supplements to address learning loss such as classroom novels, manipulatives, and student learning materials.	\$12,500

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$422,113

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Science and Math Teachers	Fund full-time Science and Math Teachers for 3 years including benefits. These positions are necessary to the program and need to be funded with ESSER III dollars due to funding challenges the school is facing.	\$422,113

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Weekly Checks	All HR teachers will monitor and check in with students on their academic needs. Any concern will be referred to teachers or intervention.	Weekly
Intervention Schedule	The Interventionist will keep a weekly communication tracker of students they are referred and students they work with and students that have transitioned out of intervention.	Weekly
Assessment and Diagnostic Coordinator	The coordinator will look at weekly data from teachers, internal diagnostics, etc and report to leadership team of needed intervention and growth	Weekly
Supplemental Materials	Supplemental Resources (TPT, Generation Genius, Novels, and others) will be distributed by the Superintendent. On a regular bases the school leader will reach out for additional resources and monitor the success of current resources in place.	Monthly
Summer School	Counselors will monitor and track HS students graduation progress. In the Spring, they will recommend students who need additional summer school to get caught up or closer to graduation requirements	Quarterly
ELD/ELL Support	ELD/ELL Support will be tracked weekly on additional direct instruction provided and resources used and needed.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Math Tutoring/Intervention	Math intervention will be tracked monthly. The number of students, resources and growth will be monitored and tracked	Monthly.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

PEAK PREP PLEASANT VALLEY CHARTER SCHOOL

INDEPENDENT STUDY POLICY

Peak Prep Pleasant Valley Charter School (“Charter School”) offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Charter School Board for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 20 school days for students in grades K-12 (or the equivalent of each quarter).
2. The Head of School or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete five (5) assignments during any period of twenty (20) school days for students in grades K-12.
 - b. In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Head of School or designee, who shall consider ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures are as follow:

- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
 - c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Live instruction or small groups shall be provided daily by the supervising teacher
 - ii. Interventions and one-on-one tutoring shall be offered, as needed
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Virtual office hours or live instruction or intervention hour shall be provided daily by the supervising teacher
 - ii. Interventions and one-on-one tutoring shall be offered, as needed

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. Virtual office hours or live instruction or intervention hour shall be provided daily by the supervising teacher
 - ii. Interventions and one-on-one tutoring shall be offered, as needed
- 6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
 - a. Within five instructional days of receipt of a family's written request to return their student to in-person instruction from independent study, the Charter School shall assist the family in transitioning their student to their school of residence.
- 7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Head of School may establish regulations to implement these policies in accordance with the law.

Board Policy #: 1
Adopted/Ratified: OCT 29TH, 2019
Revision Date: October 20th, 2021



Credit Card Use Policy		
Last Reviewed/Revised: 10/20/2021		Effective Date: 10/20/2021
Policy Number:	Original Author: Peak Prep Board	Policy Status: ACTIVE

PURPOSE:

The Board of Directors ("Board") of Peak Prep Pleasant Valley ("Peak Prep") has established policies set guidelines for the purchase of equipment, supplies, and services ("Materials") that comply with law, ethical practices and serve the educational goals of the school. The efficient application of these policies may require a means to purchase approved Materials in an expedient manner. As such policies regarding the responsible use and accounting of a school Credit Card is necessary.

SCOPE:

This policy applies to all Peak Prep personnel and governs the authorized use of a school Credit Card.

GENERAL POLICY STATEMENT:

The Peak Prep board shall define policies governing the responsibilities of Peak Prep personnel related to use of school Credit Card.

POLICY DETAILS:**1. MASTER CREDIT CARD GUIDELINES****1.1. Master Credit Cards**

- 1.1.1. Upon approval of board resolution authorizing the establishment of a Peak Prep Credit Card and defining signatories on the credit card account for a defined time period, the Superintendent Principal, and Administrative Assistant will be issued a Credit Card with a limit of \$10,000.
- 1.1.2. Two copies of the **Peak Prep Credit Card Procedures** will be given to the Superintendent, one to be retained by the Superintendent, the other to be signed and returned to the Business Services Authority (BSA) prior to the use of the card. The Superintendent is responsible for controlling the use of the card and for approving the expenditures.
- 1.1.3. The Credit Card is not meant to replace normal purchasing and shall be used only when a purchase order is not available or practical. The purchase of equipment items may take place after consulting with the BSA.
- 1.1.4. The following are examples of items that may be purchased with the Credit Card:
 - 1.1.4.1. Conference expenses – registration, lodging, meals and travel.
Note: The card may not be used to pay for meals other than official conference activities.
 - 1.1.4.2. General office supplies
 - 1.1.4.3. Postage and shipping fees

1.1.4.4. Other approved purchases subject to the Superintendent's authorization

1.2. Prohibited Uses

1.2.1. Personal use of the Credit Card and purchases of items not specifically authorized in this procedure are prohibited. Unauthorized use of the card will result in revocation of credit card privileges and discipline, up to and including termination. Peak Prep shall be reimbursed by the employee for all expenses incurred as a result of unauthorized use.

1.3. Delivery of Purchases

1.3.1. If the Credit Card is used to purchase items, which must be delivered, delivery must be made to Peak Prep, 2150 Pickwick Dr. #304, Camarillo, CA 930101.

1.4. Credit Card Receipts

1.4.1. The Administrative Assistant is responsible for writing the appropriate account number(s) on the credit card receipts (front or back as space permits).

1.4.2. Immediately after each use, original credit card receipts and any supporting original cash register tapes are to be attached to a confirming purchase requisition, approved by the Superintendent and sent to BSA for processing.

1.4.3. If the credit card receipts do not contain a description of the items being purchased, please include an itemization on the confirming requisition submitted for reimbursement.

1.5. Purchase Requisitions and Credit Card Statements

1.5.1. A confirming purchase requisition shall be submitted to the BSA immediately following an approved purchase. The original itemized invoice or receipt shall be submitted to the BSA along with a copy of the confirming purchase requisition. Online order confirmations are not substitutes for an original invoice and/or packing slip for purchases of materials/supplies. Proof of receipt of materials/supplies must be submitted to the BSA.

1.5.2. All credit card statements will be sent directly to the school site. After the bill has been audited and approved by the school site representatives (Superintendent and/or Principal, and Administrative Assistant), the documents should be forwarded to the BSA. The BSA shall reconcile Credit Card confirming purchase requisitions with the applicable statement and issue payment on a monthly basis.

1.6. Security

1.6.1. Cardholders are responsible for ensuring the security of the credit card and credit card information. Credit Cards shall be stored in a secure location out of public view.

1.6.2. The cardholder shall notify the issuing bank, Superintendent and BSA immediately upon theft or loss of the Credit Card. Peak Prep and its Board members, agents and employees are subject to the laws and Board policy governing conflicts of interest in furnishing supplies to the school and the use of confidential information.

NON-COMPLIANCE TO POLICY:

Violations of this policy may result in the Peak Prep employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

GOVERNANCE:

The Peak Prep Board and Superintendent will be responsible for monitoring adherence to the policy.

REVIEW CYCLE:

The Peak Prep Board will be responsible for reviewing the policy every two years or more frequently as required.

REVISION HISTORY:

<u>Policy Version:</u>	<u>Effective Date:</u>	<u>Revision:</u>
	10/20/2021	Original Version