



Peak Prep Pleasant Valley

Board Meeting Agenda—Regular Board Meeting  
Wednesday, June 7th, 2023  
4:00pm

**Meeting Location:**

30721 Russell Ranch Rd  
Suite 140  
Westlake Village, CA 91362

**Teleconference Locations:**

PVSD  
600 Temple Ave  
Camarillo, CA 93010  
&  
4141 Schuylkill Dr.  
Calabasas, CA 91302

**Remote Meeting Access:**

Topic: June 2023 Reg Board Meeting  
Time: Jun 7, 2023 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting  
<https://us02web.zoom.us/j/87851630053?pwd=dFc2N3JtZXdtczR3Z29aOEY4OW9rQT09>

**Meeting ID: 878 5163 0053**  
**Passcode: PeakPrep**

One tap mobile  
+19292056099,,87851630053#,,,,\*53316317# US (New York)  
+13017158592,,87851630053#,,,,\*53316317# US (Washington DC)

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+1 929 205 6099 US (New York)  
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+1 386 347 5053 US  
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**Meeting ID: 878 5163 0053**  
**Passcode: 53316317**

Find your local number: <https://us02web.zoom.us/j/keGs2e6ENa>

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 at [www.peak-prep.org](http://www.peak-prep.org) or 600 Temple Ave, Camarillo, CA 93010

#### 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](mailto: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
Patty Lerner		
Bob Rust		
Carol Bjordahl		
Alana Miller		

***C. Motion to adopt the agenda was moved by*** \_\_\_\_\_

Roll Call Vote:

***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 through written comments submitted before the meeting or live at the meeting. 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](mailto:Shalen.Bishop@peak-prep.org)) prior to the start of the meeting, or otherwise by lining up at the designated spot for public comment designated by the Board at the time public comment is opened. 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 also be presented live through our Zoom link to the meeting:

<https://us02web.zoom.us/j/87851630053?pwd=dFc2N3JtZXdtczR3Z29aOEY4OW9rQT09>

(Same as zoom link above, For Phone access see agenda information above)

Members of the public wishing to comment via Zoom shall use the “raise hand” function, and will be called on to present.

### **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 May 1<sup>st</sup> 2023 through May 31<sup>st</sup>, 2023 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 May 1<sup>st</sup> 2023 through May 31<sup>st</sup>, 2023 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 May 1<sup>st</sup> 2023 through May 31<sup>st</sup> Board Reports.*

**4. Approve Minutes from 5/3/2023 Board Meetings.**

**B) Executive Director Report (No Action, just reporting out different aspects of the school program)**

- a. Highlights
- b. Programs/Academic Resources updates, if any.  
Upcoming Compliance Dates

**C) The Board will review and consider the approval of the Local Control Accountability Plan (LCAP) Budget Overview for Parents, Local Control Plan Annual Updates, LCAP, Updated LCAP Addendum, LCAP Local Indicators, and LCAP Expenditures.** The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP and LCAP Addendum provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs and also local indicators are reported to board. Public Hearing was May 3<sup>rd</sup>, 2023.

**D) The Board will review, discuss and consider approving Peak Prep Pleasant Valley's 2023-24 Adopted Budget.** This is the anticipated budget moving into the new school year.

**E) The Board will review, discuss and consider approving the 2023-2024 Prop 30 Spending Plan.** This plan is the anticipated use of the 2023-24 Prop 30 Education Protection Account Funds

**F) The Board will review, discuss and consider approving the annual year-end Board Resolutions and Resolution Memo.** Designed to provide authorization for Business Service Authority to make standard financial transactions on behalf of Peak Prep.

- a. Certification of Signatures for the Fiscal Year 2023-24
- b. Resolution 23-04; Authorization to Allow Appropriation/Budget Transfers; Fiscal Year 2023-24
- c. Resolution 23-03; Appropriation of the Ending Balance to a Reserve
- d. Resolution 23-02; Authorization for the Ventura County Office of Education to Make Budget Transfers

**G) The Board will review, discuss and consider approving Peak Prep Pleasant Valley's 2023-24 Salary Schedule.** This is the proposed salary schedule moving into the new fiscal and school year.

**The Board will review, discuss and consider approving the Local Agency Executive Compensation Report.** In accordance with SB 1436, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken.

**H) The Board will review, discuss and consider approving the Summer and 2023-2024 Payroll Authorization Requests (PARs).** Per budget, LCAP and certificated extra duties, these are the ongoing end of 2022-2023 school year PARS and anticipated PARs for the 2023-2024 school year. These are also included in the adopted budget.

**I) The Board will review, discuss and consider the approval of the 2023-2024 Employee Handbook.** Reviewed by legal, this is an annual update of the employee handbook which includes new board policies.

**J) The Board will review, discuss and consider the 2023-2024 annual fee for Escape Financial & Payroll/Personnel Systems.** This is a Ventura County Department of

Education used technology system that assists in payroll, financials and personnel record.

**K) The board will review, discuss and consider approving the 2023-2024 Pleasant Valley School District (PVSD) & Peak Prep agreement/quote for Technology Services.** Peak staff is recommending using PVSD for their technology & I.T. Support. This quote is for staffing, google management, new computers for students and staff, repairs, google licensing, and I.T and cybersecurity support and web filtering. This would help streamline best practices with PVSD.

**L) The Board will review and consider the renewal of Business Service Authority (BSA) for the 2023-2024 school year.** Ventura County of Education's BSA provides Peak's back office services (i.e. budget, financial statements, auditing compliances, payroll processing). The agreement is similar to 2022-2023 school year.

**M) The Board will review and consider the approval of the CARS Winter Release Application.** The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

**N) The Board will review and consider the approval of the *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes.*** Pursuant to Education Code Section 48000, Peak Prep Pleasant Valley (the "Charter School") shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers' eligibility to be assigned to a transitional kindergarten classroom

**O) The Board will review and consider the approval of the Board Resolution of the current TK Teacher placement.** Board determines that Ms. Hanson possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

**P) The Board will review, discuss and consider approving the Director of Operations over contract days payout.** The board will consider paying out any over contract days (unused vacation days) within the Dir. Of Operations Time Sheet.

***IV. Closed Session***

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Gov. Code section 54957(b)(1).): Executive Director

Enter:

Adjourned:

***V. Board Members Remarks and Announcements***

***VI. ADJOURNMENT***

MOTION FOR ADJOURNMENT Motion to Adjourn Roll Call Vote:

Adjourned at \_\_\_\_\_

**Fund 620 - Peak Prep** **Fiscal Year 2022/23 Through May 2023**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
<b>Revenue Detail</b>						
<b>LCFF Revenue Sources</b>						
8011	Revenue Limit State Aid Curr	2,294,418.00	2,154,651.00	2,164,960.00	10,309.00-	100.48
8012	Education Protection Act	65,092.00	65,092.00	41,260.00	23,832.00	63.39
8019	Revenue Limit State Aid Prior			356,469.00-	356,469.00	NO BDGT
8096	Trs In-Lieu from Property Tax	1,255,449.00	1,255,449.00	1,385,056.00	129,607.00-	110.32
<b>Total LCFF Revenue Sources</b>		<b>3,614,959.00</b>	<b>3,475,192.00</b>	<b>3,234,807.00</b>	<b>240,385.00</b>	<b>93.08</b>
<b>Federal Revenue</b>						
8181	Special Education Entitlement	43,080.00	41,683.00	6,387.30	35,295.70	15.32
8290	All Other Federal Revenue	423,319.00	478,651.00	430,370.95	48,280.05	89.91
<b>Total Federal Revenue</b>		<b>466,399.00</b>	<b>520,334.00</b>	<b>436,758.25</b>	<b>83,575.75</b>	<b>83.94</b>
<b>Other State Revenues</b>						
8550	Mandated Cost Reimbursements	10,182.00	10,851.00	10,851.00		100.00
8560	State Lottery Grant	76,109.00	100,949.00	87,040.65	13,908.35	86.22
8590	Other State		640,634.00	632,239.82	8,394.18	98.69
<b>Total Other State Revenues</b>		<b>86,291.00</b>	<b>752,434.00</b>	<b>730,131.47</b>	<b>22,302.53</b>	<b>97.04</b>
<b>Other Local Revenue</b>						
8660	Interest	5,000.00	7,500.00	8,895.18	1,395.18-	118.60
8699	All Other Local Revenue	2,000.00	18,565.00	18,673.65	108.65-	100.59
8792	Transfers of Apportionments Fr	223,929.00	264,674.00	270,305.00	5,631.00-	102.13
<b>Total Other Local Revenue</b>		<b>230,929.00</b>	<b>290,739.00</b>	<b>297,873.83</b>	<b>7,134.83-</b>	<b>102.45</b>
<b>Total Year To Date Revenues</b>		<b>4,398,578.00</b>	<b>5,038,699.00</b>	<b>4,699,570.55</b>	<b>339,128.45</b>	<b>93.27</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail</b>							
<b>Certificated Salaries</b>							
1100	Teacher	1,890,000.00	1,768,469.00	148,568.96	1,621,465.13	1,565.09-	91.69
1130	Certificated Stipends	63,000.00	110,750.00	45,750.00	62,250.00	2,750.00	56.21
1140	Certificated Extra Duty		4,000.00		3,350.00	650.00	83.75
1200	Certificated Pupil Support Sal	278,433.00	300,909.00	25,340.79	275,568.11	.10	91.58
1230	Cert Pupil Support Stipend	12,000.00	13,500.00	7,000.00	7,000.00	500.00-	51.85
1300	Certificated Administrators	283,395.00	309,395.00	23,616.25	285,778.77	.02-	92.37
1330	Administration Stipend	19,500.00	32,000.00	1,250.00	11,250.00	19,500.00	35.16
1940	Other Cert-Extra Duty		3,645.00		3,645.00		100.00
<b>Total Certificated Salaries</b>		<b>2,546,328.00</b>	<b>2,542,668.00</b>	<b>251,526.00</b>	<b>2,270,307.01</b>	<b>20,834.99</b>	<b>89.29</b>

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)



Fund 620 - Peak Prep

Fiscal Year 2022/23 Through May 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Classified Salaries</b>							
2100	Instructional Aides		27,575.00		25,475.00	2,100.00	92.38
2300	Classified Administrators			11,969.46	8,208.94	20,178.40-	NO BDGT
2400	Clerical & Office Salaries	194,327.00	172,872.00	23,367.33	150,436.13	931.46-	87.02
2450	Clerical & Office Overtime				399.00	399.00-	NO BDGT
	<b>Total Classified Salaries</b>	<b>194,327.00</b>	<b>200,447.00</b>	<b>35,336.79</b>	<b>184,519.07</b>	<b>19,408.86-</b>	<b>92.05</b>
<b>Employee Benefits</b>							
3301	OASDI/Medicare Certificated	188,444.00	188,128.00	18,920.17	167,595.12	1,612.71	89.09
3302	OASDI/Medicare Classified	14,778.00	15,120.00	2,680.59	13,986.23	1,546.82-	92.50
3401	Health/Dental/Vision Cert	307,754.00	266,069.00	26,188.37	239,881.16	.53-	90.16
3402	Health/Dental/Vission Class	45,972.00	27,549.00	6,428.90	24,370.17	3,250.07-	88.46
3501	SUI Certificated	12,457.00	12,499.00	1,236.59	11,155.88	106.53	89.25
3502	SUI Classified	966.00	988.00	122.65	913.45	48.10-	92.45
3601	Workers' Comp Certificated	42,017.00	38,648.00	3,823.22	34,508.89	315.89	89.29
3602	Workers' Comp Classified	3,206.00	3,047.00	537.12	2,804.62	294.74-	92.05
3901	403B and OtherBenCert	4,086.00	4,975.00	500.70	4,473.34	.96	89.92
3902	403B and OtherBen Class	108.00	229.00	78.93	198.79	48.72-	86.81
	<b>Total Employee Benefits</b>	<b>619,788.00</b>	<b>557,252.00</b>	<b>60,517.24</b>	<b>499,887.65</b>	<b>3,152.89-</b>	<b>89.71</b>
<b>Books and Supplies</b>							
4100	Textbooks	234,784.00	290,586.00	15,758.98	228,169.05	46,657.97	78.52
4300	Materials and Supplies	67,465.00	67,898.00	208.92	35,449.50	32,239.58	52.21
4400	Non-Capitalized Equipment		299,526.00		318,963.40	19,437.40-	106.49
	<b>Total Books and Supplies</b>	<b>302,249.00</b>	<b>658,010.00</b>	<b>15,967.90</b>	<b>582,581.95</b>	<b>59,460.15</b>	<b>88.54</b>
<b>Services and Other Operating Expenditures</b>							
5200	Travel and Conference	5,202.00	5,202.00		705.62	4,496.38	13.56
5220	Staff Development	55,187.00	63,118.00		83,262.42	20,144.42-	131.92
5300	Dues and Memberships	13,385.00	13,385.00		2,944.00	10,441.00	21.99
5450	Other Insurance	25,516.00	26,278.00		26,278.00		100.00
5600	Repair, Maintenance Building	19,096.00	4,017.00		4,017.00		100.00
5800	Professional/Consultion Servic	204,882.00	397,765.00	78,449.26	343,913.58	24,597.84-	86.46
5801	Audit Services	15,000.00	15,000.00	3,675.00	7,040.25	4,284.75	46.94
5803	Business Services Authority	296,432.00	338,353.00		296,432.00	41,921.00	87.61
5804	Employment Fees		1,103.00		1,598.21	495.21-	144.90
5899	Legal Services Box 14	30,000.00	30,000.00	14,770.78	29,229.22	14,000.00-	97.43
5901	Communication Services-Phone	7,785.00	9,000.00		8,608.11	391.89	95.65
5902	Internet Services	5,054.00	8,759.00		11,916.78	3,157.78-	136.05

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

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through May 2023					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Services and Other Operating Expenditures (continued)</b>							
5903	Postage	5,150.00	4,000.00		4,363.74	363.74-	109.09
<b>Total Services and Other Operating Expenditures</b>		<b>682,689.00</b>	<b>915,980.00</b>	<b>96,895.04</b>	<b>820,308.93</b>	<b>1,223.97-</b>	<b>89.56</b>
<b>Total Year To Date Expenditures</b>		<b>4,345,381.00</b>	<b>4,874,357.00</b>	<b>460,242.97</b>	<b>4,357,604.61</b>	<b>56,509.42</b>	<b>89.40</b>

**Fund 620 - Peak Prep**

**Fiscal Year 2022/23 Through May 2023**

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	Cash in County Treasury	1,782,834.13	378,483.66	2,161,317.79
9200	Accounts Receivable	832,720.28	1,211,538.28-	378,818.00-
9201	Accounts Receivable-Payroll	2,751.85		2,751.85
9211	Accounts Receivable (Clear)		378,818.00	378,818.00
9290	Due From Other Governments	1,111,745.23	983,011.67-	128,733.56
9330	Prepaid Rent	73,083.72	21,940.64-	51,143.08
	<b>Total Assets</b>	<b>3,803,135.21</b>	<b>1,459,188.93-</b>	<b>2,343,946.28</b>
<b>Liabilities</b>				
9510	Accounts Payable	936,228.52	865,314.52-	70,914.00
9511	Accounts Payable (Clear)		67,570.00-	67,570.00-
9530	Summer Pay Liability		60,162.15	60,162.15
9534	Health & Welfare Ins Payable		17,096.28	17,096.28
9535	State Unemployment Insurance	2,372.28	1,984.05-	388.23
9536	Workers' Comp Ins Payable	99.60-	1,070.98-	1,170.58-
9539	Miscellaneous Deductions	2,372.19	2,452.05	4,824.24
9552	Sales Tax Payable	115.85	115.85-	
9590	Due to Other Governments	9,512.00	9,512.00-	
9650	Deferred Revenue	85,297.95	85,297.95-	
9669	Other General Long-Term Liab	850,000.00	850,000.00-	
	<b>Total Liabilities</b>	<b>1,885,799.19</b>	<b>1,801,154.87-</b>	<b>84,644.32</b>
	<b>Calculated Fund Balance</b>	<b>1,917,336.02</b>	<b>341,965.94</b>	<b>2,259,301.96</b>
<b>Beginning Fund Balance</b>				
9791	Beginning Fund Balance	1,917,336.02		1,917,336.02
	<b>Beginning Fund Balance Proof</b>	<b>.00</b>	<b>341,965.94</b>	<b>341,965.94</b>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>341,965.94</b>	

**Memo Only - Ending Fund Balance Accounts**

	Adopted	Revised
<b>Reserves</b>		
9720	Reserve for Encumbrances	460,242.97
<b>Other Designations</b>		
9790	Undesignated/Unappropriate	1,369,970.00
<b>9796 - 9799</b>		
9796	Capital Assets Net of Debt	500,602.00
9797	Restricted Net Assets	104,385.00

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)

**Fund 620 - Peak Prep**

**Fiscal Year 2022/23 Through May 2023**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Memo Only - Ending Fund Balance Accounts (continued)</b>						
	Adopted Total 9796 - 9799	_____ .00		Revised _____	_____ .00	_____ .00

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through May 2023				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	4,398,578.00	5,038,699.00		4,699,570.55	339,128.45	93.27
B. Expenditures	4,345,381.00	4,874,357.00	460,242.97	4,357,604.61	56,509.42	89.40
C. Subtotal (Revenue LESS Expense)	53,197.00	164,342.00		341,965.94	282,619.03	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	53,197.00	164,342.00		341,965.94	282,619.03	
F. Fund Balance:						
Beginning Balance (9791)	1,921,760.00	1,917,336.00		1,917,336.02		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,921,760.00	1,917,336.00		1,917,336.02		
G. Calculated Ending Balance	1,974,957.00	2,081,678.00		2,259,301.96		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,369,970.00	967,096.00				
Other	604,987.00	1,114,582.00		460,242.97		

## Checks Dated 05/01/2023 through 05/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800754	05/02/2023	Ciolino, Sabrina N	620-5220		56.25
5038800755	05/02/2023	Paules, Peggy A	620-5220		218.71
5038800756	05/02/2023	Taylor, Jesse M	620-5220		2,019.06
5038800757	05/02/2023	Williams, Brittany M	620-5220		359.23
5038800758	05/02/2023	Valdivia, Joshua J	620-5804		495.27
5038800759	05/02/2023	AMERICAN LANGUAGE SERVICES	620-5800		125.00
5038800760	05/02/2023	Liminex, Inc.	620-5800	785.16	
			620-9330	2,355.48	3,140.64
5038800761	05/02/2023	Oxford Consulting Services Inc	620-5800		2,685.90
5038800762	05/02/2023	R&B Communications	620-5800		497.00
5038800763	05/02/2023	School Pathways, LLC	620-5800	10,754.67	
			620-9330	2,250.00	13,004.67
5038800764	05/04/2023	T-Mobil USA Inc	620-5902		3,818.63
5038800765	05/05/2023	CliftonLarsonAllen LLP	620-5800		12,810.00
5038800766	05/11/2023	Weymouth, Kelly M	620-5903		35.25
5038800767	05/11/2023	Arevalo, Chelsie M	620-5200		35.76
5038800768	05/11/2023	Booth, Tina E	620-5220		100.00
5038800769	05/11/2023	Valdivia, Joshua J	620-5220		295.00
5038800770	05/11/2023	Amazon Capital Services Inc ACCOUNT NUMBER A2ANLA6W681S3Q	620-4300	406.34	
			620-4400	1,548.78	1,955.12
5038800771	05/11/2023	AMERICAN LANGUAGE SERVICES	620-5800		125.00
5038800772	05/11/2023	Children's Therapy Net Inc.	620-5800		1,001.25
5038800773	05/11/2023	IXL Learning Inc.	620-4100		5,750.00
5038800774	05/11/2023	Nat Assoc Secondary Sch Prin	620-5300		385.00
5038800775	05/11/2023	Pacific One Source Inc.	620-4400	12,398.11	
			620-5800	4,459.80	16,857.91
5038800776	05/11/2023	Subject Technologies, Inc.	620-4100		24,000.00
5038800777	05/11/2023	WEX Health Inc.	620-9539		50.00
5038800778	05/11/2023	Young Minney & Corr, LLP	620-5899		5,186.50
5038800779	05/11/2023	BUSINESS SERVICES AUTHORITY	620-5803		98,810.66
5038800780	05/11/2023	CliftonLarsonAllen LLP	620-5801		2,310.00
5038800781	05/18/2023	VanHorn, Lara J	620-5220		154.28
5038800782	05/18/2023	Boe, Miranda L	620-4300		1,713.98
5038800783	05/18/2023	Arevalo, Chelsie M	620-5300		579.00
5038800784	05/18/2023	COGNIA INC.	620-5800		1,200.00
5038800785	05/18/2023	AMERICAN LANGUAGE SERVICES	620-5800		250.00
5038800786	05/18/2023	Flipswitch Marketing LLC	620-5800		4,950.00
5038800787	05/18/2023	The Lincoln National Life Insurance Company	620-9539		659.66
5038800788	05/18/2023	Push Play PE	620-4300		1,500.00
5038800789	05/18/2023	Renaissance	620-5800		3,317.60
5038800790	05/25/2023	SELF-INSURED SCHOOLS OF CALIF	620-9534		31,000.40
5038800791	05/25/2023	Hanson, Darla C	620-5220	300.00	
			620-5903	12.60	312.60
5038800792	05/25/2023	Williams, Brittany M	620-5903		20.08

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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**Checks Dated 05/01/2023 through 05/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800793	05/25/2023	Hsieh, Irene	620-5200	24.24	
			620-5220	23.35	47.59
5038800794	05/25/2023	Amazon Capital Services Inc ACCOUNT NUMBER A2ANLA6W681S3Q	620-4300		88.84
5038800795	05/25/2023	American Express	620-4300	68.93	
			620-5220	1,300.62	
			620-5800	84.56	
			620-5901	885.39	
			620-5903	21.45	2,360.95
5038800796	05/25/2023	AMERICAN LANGUAGE SERVICES	620-5800		375.00
5038800797	05/25/2023	Mystery Science Inc c/o Discovery Education Inc	620-9330		395.00
5038800798	05/26/2023	CliftonLarsonAllen LLP	620-5801		2,520.00
<b>Total Number of Checks</b>			<b>45</b>		<b>247,572.79</b>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
620	Peak Prep	45	247,572.79
	Total Number of Checks	<b>45</b>	247,572.79
	Less Unpaid Tax Liability		.00
	<b>Net (Check Amount)</b>		<b>247,572.79</b>

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.

**Includes Purchase Orders dated 05/01/2023 - 05/31/2023**

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B3823-00044	CliftonLarsonAllen LLP	BSA	2022-2023 CHARTER AUDIT	620-5801	6,195.00
B3824-00001	National Association of Second ary School Principals	PEAK	NHS Membership FY 2023/24	620-5300	385.00
B3824-00002	IXL Learning Inc.	PEAK	IXL Site License 2023/24	620-4100	5,750.00
B3824-00003	ParentSquare Inc.	PEAK	Engage Premium 2023/24	620-5800	3,150.00
B3824-00004	Ventura Unified School Dist.	PEAK	VC Indian Education Consortium 2023/24	620-5800	652.56
B3824-00005	Subject Technologies, Inc.	PEAK	Curriculum 2022/23 - 2023/24	620-4100	24,000.00
B3824-00006	Bright Thinkier, Inc.	PEAK	Buzz Subscription 2023/24 HS	620-5800	5,000.00
B3824-00007	COGNIA INC.	PEAK	Membership 2023/24	620-5800	1,200.00
B3824-00008	Push Play PE	PEAK	Push Play - Virtual Campus k-5 23/24	620-4300	1,500.00
P3823-00098	Amazon Capital Services Inc AC COUNT NUMBER A2ANLA6W681S3Q	PEAK	April 2022/23	620-4300	406.34
				620-4400	1,548.78
P3823-00099	CliftonLarsonAllen LLP	PEAK	Preparation of tax forms 990 & 199 for June 2022	620-5801	2,310.00
P3823-00100	Sherman Garnett & Associates	PEAK	Handbook for Admin 2022/23	620-4300	208.92
P3823-00101	American Express	PEAK	Credit Card May 2023	620-4300	68.93
				620-5220	1,300.62
				620-5800	84.56
				620-5901	885.39
				620-5903	21.45
P3823-00102	Amazon Capital Services Inc AC COUNT NUMBER A2ANLA6W681S3Q	PEAK	May 2022/23	620-4300	88.84
P3824-00001	Renaissance Learning, Inc.	PEAK	Student & Teacher Subscription 23/24	620-5800	3,317.60
P3824-00002	n2y LLC	PEAK	Unique Learning System 2023/24	620-5800	2,921.26
<b>Total Number of POs</b>				<b>16</b>	
				<b>Total</b>	<b>60,995.25</b>

**Fund Recap**

Fund	Description	PO Count	Amount
620	Peak Prep	6	13,118.83
		<b>Total Fiscal Year 2023</b>	<b>13,118.83</b>
620	Peak Prep	10	47,876.42
		<b>Total Fiscal Year 2024</b>	<b>47,876.42</b>
		<b>Total</b>	<b>60,995.25</b>

**PO Changes**

	New PO Amount	Fund/ Object	Description	Change Amount
B3823-00021	7,560.00	620-5800	Peak Prep/Professional/Consultion Servic	1,102.00

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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Includes Purchase Orders dated 05/01/2023 - 05/31/2023

Total PO Changes 1,102.00

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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Peak Prep Pleasant Valley

Board Meeting Agenda—Regular Board Meeting

✦ Wednesday, May 3rd, 2023 ✦

4:00pm

**Meeting Location:**

30721 Russell Ranch Rd  
Suite 140  
Westlake Village, CA 91362

**Teleconference Locations:**

PVSD  
600 Temple Ave  
Camarillo, CA 93010  
&  
4141 Schuylkill Dr.  
Calabasas, CA 91302

**Remote Meeting Access:**

Join Zoom Meeting  
<https://us02web.zoom.us/j/81864532806?pwd=TnBJQ29rb0EwNEtDTTdnT1V5aDgxZD09>

**Meeting ID: 818 6453 2806**

**Passcode: PeakPrep**

One tap mobile  
+13017158592,,81864532806#,,,\*39037289# US (Washington DC)  
+13052241968,,81864532806#,,,\*39037289# US

Dial by your location  
+1 301 715 8592 US (Washington DC)  
+1 305 224 1968 US  
+1 309 205 3325 US  
+1 312 626 6799 US (Chicago)  
+1 646 931 3860 US



+1 929 205 6099 US (New York)  
+1 719 359 4580 US  
+1 253 205 0468 US  
+1 253 215 8782 US (Tacoma)  
+1 346 248 7799 US (Houston)  
+1 360 209 5623 US  
+1 386 347 5053 US  
+1 507 473 4847 US  
+1 564 217 2000 US  
+1 669 444 9171 US  
+1 669 900 6833 US (San Jose)  
+1 689 278 1000 US

**Meeting ID: 818 6453 2806**  
**Passcode: 39037289**

Find your local number: <https://us02web.zoom.us/j/81864532806>

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 at [www.peak-prep.org](http://www.peak-prep.org) or 600 Temple Ave, Camarillo, CA 93010

#### 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](mailto: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](mailto:Shalen.Bishop@peak-prep.org).

## I. PRELIMINARY MATTERS

### A. Call to Order:

Meeting was called to order by Board Director at: 4:03 PM

### B. Roll Call

Board Member	Present	Absent
Patty Lerner	X	
Bob Rust	X	
Carol Bjordahl	X	
Alana Miller	X	

C. Motion to adopt the agenda was moved by Bob Rust

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl			X			
Alana Miller		X	X			

## 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 through written comments submitted before the meeting or live at the meeting. 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](mailto:Shalen.Bishop@peak-prep.org)) prior to the start of the meeting, or otherwise by lining up at the designated spot for public comment designated by the Board at the time public comment is opened. 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 also be presented live through our Zoom link to the meeting:

<https://us02web.zoom.us/j/81864532806?pwd=TnBJQ29rb0EwNEtDTTdnT1V5aDgxdz09>

(Same as zoom link above, For Phone access see agenda information above)

Members of the public wishing to comment via Zoom shall use the "raise hand" function, and will be called on to present.

**III. Public Hearing—Local Control and Accountability Plan (LCAP)** *ended Public Hearing @ 4:18 PM.*

**A. The board will conduct a public hearing to allow members of the public to make comments on the Local Control and Accountability Plan (LCAP) and local indicators.**

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs (CDE, 2021).

**IV. 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 March 1<sup>st</sup> 2023 through April 30<sup>th</sup>, 2023 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 March 1<sup>st</sup> 2023 through April 30<sup>th</sup>, 2023 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 March 1<sup>st</sup> 2023 through April 30<sup>th</sup> Board Reports.*

**4. Approve Minutes from 3/14/2023 Board Meetings.**

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl		X	X			
Alana Miller			X			

**B) Executive Director Report (No Action, just reporting out different aspects of the school program)**

- a. Highlights
- b. Programs/Academic Resources updates, if any.  
Upcoming Compliance Dates

**C) The Board will review, discuss and consider the approval of the renewal of CLA Auditors.** Peak Prep continues to use the auditors, CliftonLarsen Auditors, that also serve the school district. Annually, Peak must renew it's agreement with CLA. CLA will conduct the audit and Form 990.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl			X			
Alana Miller		X	X			

**D) The Board will review, discuss and consider approving the Executive Director over contract days payout.** Similar to vacation days, the board will consider paying out any over contract days (unused vacation days) within the Executive Director's agreement up to 10 days.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust		X	X			
Carol Bjordahl	X		X			
Alana Miller			X			

**E) The Board will review, discuss and consider approving the Flex Spending move to the same provider as our health insurance.** This resolution and service agreement doesn't cost the school additional funding rather it streamlines our benefits to one provider.

*Effective 05/03/2023*

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl			X			
Alana Miller		X	X			

**F) The Board will review, discuss and consider approving the Classified Holiday Schedule for the 2023-2024 school year.** This holiday calendar is for our 11 & 12 month classified employee

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust			X			
Carol Bjordahl		X	X			
Alana Miller	X		X			

**G) The Board will review, discuss and consider approving the APlus Membership Fees.** APLUS+ is a statewide network association that is exclusively dedicated to advancing the Personalized Learning model, and to uniting and supporting schools and programs that are committed both to the Personalized Learning educational model for their students and to high standards of education excellence and accountability in their operations.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust			X			
Carol Bjordahl	X		X			
Alana Miller		X	X			

**H) The Board will review, discuss and consider approving the Graduation Policy to update for AB 181.** Peak Prep Pleasant Valley Charter School desires to prepare all students to successfully complete the high school course of study, and obtain a high school diploma, that represents their educational achievement and increases their opportunities for post-secondary education and employment. Peak Prep students shall complete graduation course requirements adopted by Peak Prep, except for students who are exempted, as provided in the “Exemptions from Adopted Graduation Requirements” section. Students who are exempted from the adopted graduation requirements shall be eligible to participate in any graduation ceremony and Charter School activity related to graduation in which other graduating students are eligible to participate.

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl			X			
Alana Miller		X	X			

**I) The Board shall review, discuss and consider adoption of an Independent Study Policy in accordance with the requirements of Education Code Section 51747.** Our Independent Study Policy has been updated to align with the new trailer bill/independent study requirements that have been passed. The policy must be board approved prior to claiming ADA.

*In accordance with Section 11701 of Title 5 of the California Code of Regulations, setting policy pursuant to Education Code section 51747, the Board shall consider, in a public hearing, the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils or adult education students. This policy shall reflect an awareness that excessive leniency in its terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.*

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl			X			
Alana Miller		X	X			

**J) The Board will discuss Peak Prep's Funding Determination.**

Executive Director will provide an update on the funding determination that has been submitted to the California Department of Education and the next steps.

*Alana stated that she is confident that Shalen & Rudy have a well-prepared plan for 85% funding or 100% - whichever determination is made.*

**V. Board Members Remarks and Announcements**

**VI. ADJOURNMENT**

MOTION FOR ADJOURNMENT Motion to Adjourn Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			X			
Bob Rust	X		X			
Carol Bjordahl		X	X			
Alana Miller			X			

Adjourned at 4:59 PM



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peak Prep Pleasant Valley

CDS Code: 56 72553 0139592

School Year: 2023-24

LEA contact information:

Dr. Shalen Bishop

Executive Director

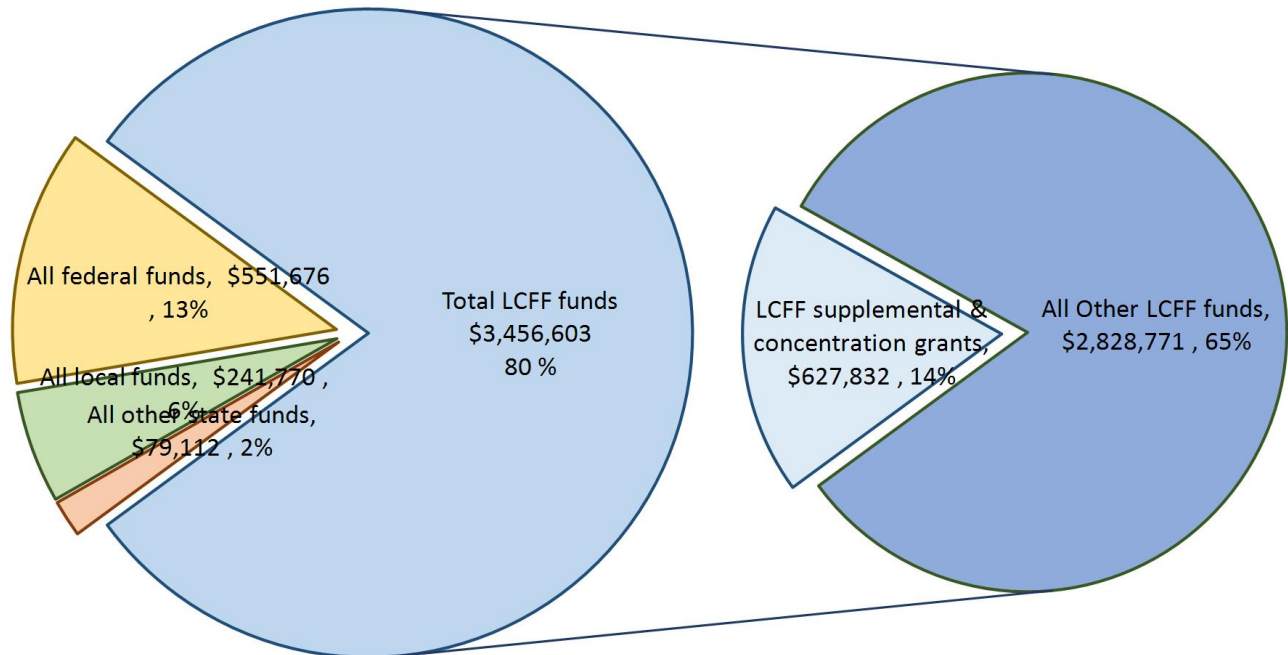
shalen.bishop@peak-prep.org

805-222-0025

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 2023-24 School Year

### Projected Revenue by Fund Source

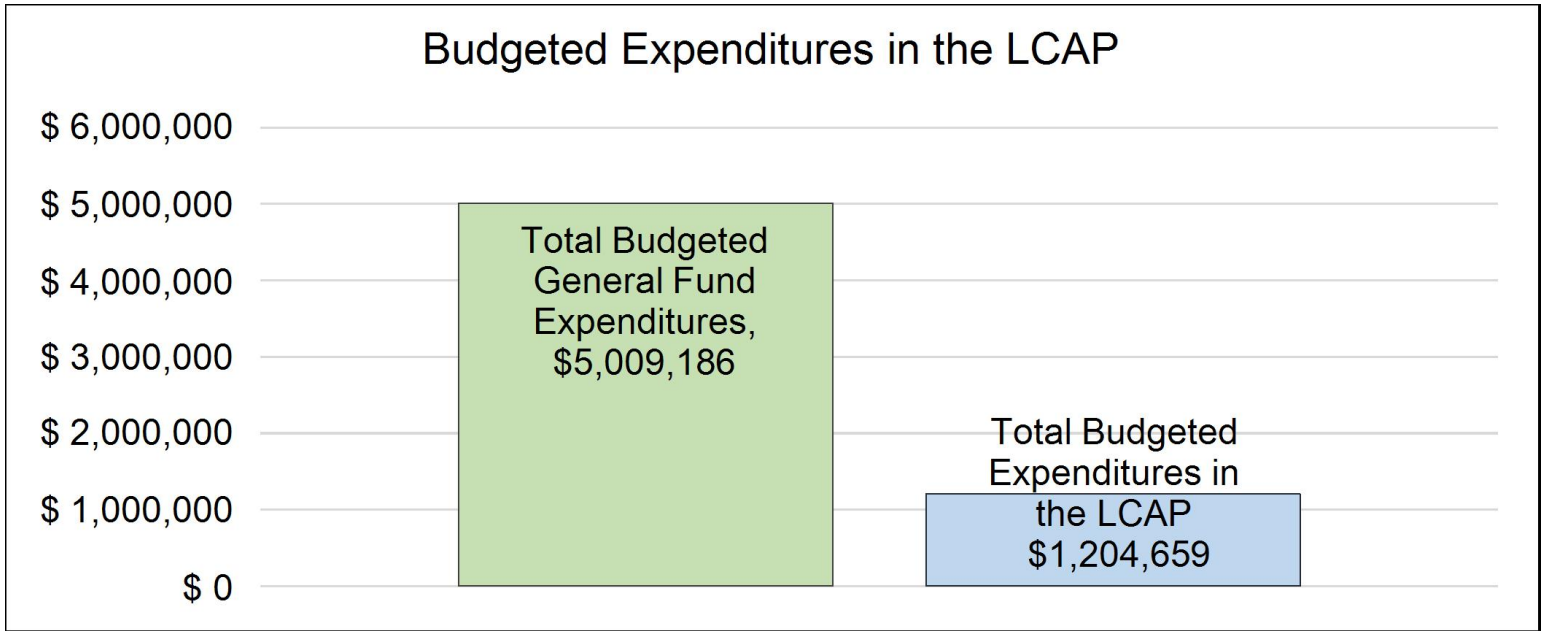


This chart shows the total general purpose revenue Peak Prep Pleasant Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak Prep Pleasant Valley is \$4,329,161, of which \$3,456,603 is Local Control Funding Formula (LCFF), \$79,112 is other state funds, \$241,770 is local funds, and \$551,676 is federal funds. Of the \$3,456,603 in LCFF Funds, \$627,832 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 Peak Prep Pleasant Valley plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Peak Prep Pleasant Valley plans to spend \$5,009,186 for the 2023-24 school year. Of that amount, \$1,204,659 is tied to actions/services in the LCAP and \$3,804,527 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

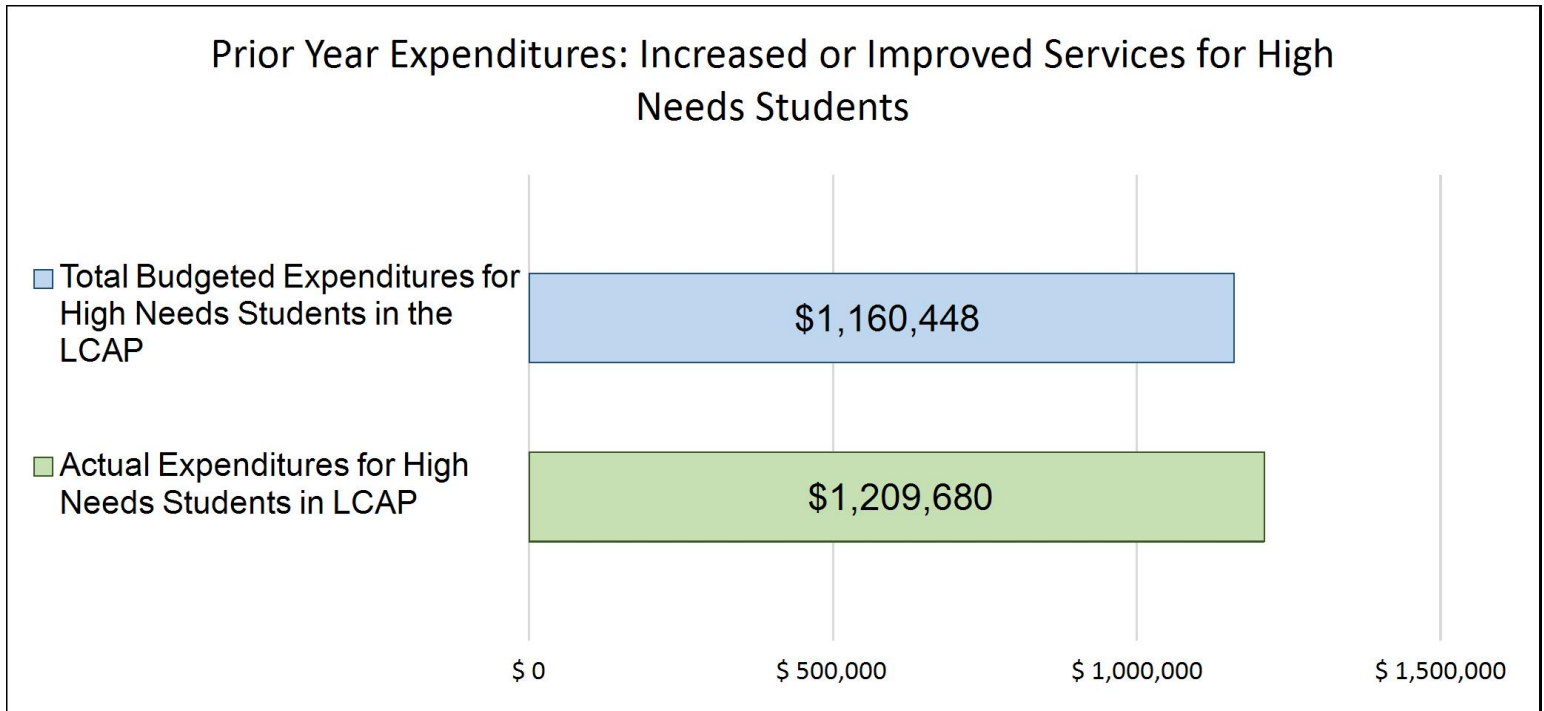
## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Peak Prep Pleasant Valley is projecting it will receive \$627,832 based on the enrollment of foster youth, English learner, and low-income students. Peak Prep Pleasant Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Peak Prep Pleasant Valley plans to spend \$796,747 towards meeting this requirement, as described in the LCAP.

Peak Prep plans to continuing its support for high needs students by investing in curriculum/technology, intervention, college and career support, SEL offerings, lower class size ratios and summer school.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Peak Prep Pleasant Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Peak Prep Pleasant Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Peak Prep Pleasant Valley's LCAP budgeted \$1,160,448 for planned actions to increase or improve services for high needs students. Peak Prep Pleasant Valley actually spent \$1,209,680 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$49,232 had the following impact on Peak Prep Pleasant Valley's ability to increase or improve services for high needs students:

Peak Prep was able to spend everything it had planned to spend and more towards high needs students. Peak Prep will continue to look for opportunities to increase resources and opportunities for high needs students.

# 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
Peak Prep Pleasant Valley	Dr. Shalen Bishop Executive Director	Shalen.Bishop@peak-prep.org 805-222-0025

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Peak Prep is a non-classroom based school that serves its students 100% virtually. We have enrollment of 323 students, which includes 63.8% socioeconomically disadvantaged, 5.6% English Learners, 1.2% Foster Youth and 12% students with disabilities. Peak Prep educates students from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.

Peak Prep Pleasant Valley has planned its budget for the 2023-2024 school year to accommodate growth, funding avenues and the ability to support all students

Peak Prep Pleasant Valley strives to increase it's CDE Dashboard with the support, resources, systems, and community in place.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

2021-2022

As a new school approved in the 2019-2020 school year and the restrictions of COVID-19, we have not received School Dashboard data.

With that being said, successes for our school include:  
Suspension/Expulsion is a 0. We have had no expulsion or suspension in the 2019-2020 school year.  
Student Attendance is at an average of 95% for each Learning Period

In addition, we have seen an increase in graduation rates.

The Local Indicator Self-Reflection was completed for each of the state priorities (1-Basic Services and Conditions, 2-Implementation of State Standards, 3-Parent Engagement, 6-School Climate, and 7-Access to Broad Course of Study) as part of the analysis and development of year one, 2021-2024 LCAP. The 2021 CA Dashboard will indicate 'met' for each of the indicators upon release to the public in the fall.

#### 2022-2023

As year three ended, we definitely have areas to highlight.

- 1) We reclassified 6 (25%) of our EL students.
- 2) We have come up with a streamlined process for enrolling our students into CTE (Career Technical Education) and Dual Enrollment.
- 3) We increased our SEL Program.
- 4) We continue to show strong attendance rate (96%) and suspension/expulsion rate (0%)
- 5) We meet the local indicators.

#### 2023-2024

Wrapping up our 4th year. we continue to see milestones and celebrations.

- 1) We reclassified 7 (33%) of our EL students. An increase from last year. In addition, another 6 moved up level while the remaining majority saw an increase
- 2) We increased our CTE participates and Dual Enrollment
- 3) We continue to show strong attendance (96%)
- 4) Our suspensions/expulsions remained at 0%
- 5) Our graduation rates are predicted to show a significant increase.
- 6) WASC Accreditation

## 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.

#### 2021-2022

Again, as a new school, we have not received School Dashboard Data.

With the support of our internal data, we do know we have learning loss and a need for RTI. Although there has been an increase in learning, there is still a gap that needs addressing.

To address it, we are providing an individual learning path of intervention for any student in Tier 2 or Tier 3. In addition, there will be additional tutoring along with an intervention specialist hired. More specifics are mentioned in our 2021-2022 goals.

To address our growth in graduation rate, we are working on providing credit recovery in the summers and additional intervention and counseling support for students that have credit deficiencies.

To address our parent engagement, we are holding additional meetings to engage and educate our families.

Lastly, we are looking to improve our CCR and SEL programs.

We will be providing more education and services to engage our students in college and career pathways along with increasing counseling, school psychologist, SEL offerings.

#### 2022-2023

- 1) We need to execute our CTE and Dual Enrollment process. It is our goal this will improve our 11% CCR Dashboard
- 2) We need more intervention, tutoring, and supports to better perform in ELA and Math (CAASPP). In addition, need to educate our families with why we do this.
- 3) Although we graduated 100% of our seniors, we still fall below the 80% state graduation rate (predicting 65%--which is a significant improvement from year before). This is due to many of our students coming in with credit deficiencies and it took them a little longer to graduate. The state calculated them as dropouts even though they graduated.

#### 2023-2024

- 1) We continue to see a need in intervention and tutoring. Our CAASPP was 102.1 points below standard while our ELA was 38.7 points below standard.
- 2) We were placed on the Comprehensive School Improvement for the state; however, we will see a growth.
- 3) Parent engagement has shown some increase overtime but we continue to keep this a focus.
- 4) Student Engagement and Chronic Absenteeism is a needed focus. We are "very high" on the dashboard with a low graduation rate.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

#### 2023-2024

As we wrap up our year 4, our LCAP was focused on feedback from Educational Partners. We are aligning our feedback with school dashboard. Here are the main areas of focus:



- 1) Again, more tutoring and intervention. We find that is one of our biggest needs. Although our academics have seen improvements in certain areas, we still have learning loss.
- 2) Family Engagement. We have had improvement in our families involved and we would love to see a bigger growth and our families would love more parent education nights and clubs.
- 3) College & Career Readiness. Aligned with our dashboard needs and family's desires for more electives, we are stream-lining our Career Technical Education (CTE) and Dual Enrollment Program.

## **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.

Peak Prep Pleasant Valley

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

We will utilize the LCAP and SPSA processes for the 2023–24 school year to locally develop and implement a plan for the school to improve student outcomes in each school that meets the criteria for CSI based on the 2022–23 ESSA Assistance Status Data File.

Peak has seen tremendous growth in graduation rates these past three years. We feel we have used our LCAP process to identify areas to address graduation rates and feel we have seen growth. With that being said, we will use the funds for to support staffing and continue the extension of intervention & resources that are aligned with our LCAP and credit deficiencies. The funds will be used to lower teacher ratios to provide more wrap around support and attention to students at-risk of not graduating on time. They will monitor their attendance, credits, and grades. In addition, they will have regular scheduled meetings with their students' teams. Also, The funds will be used to provide summer school opportunities (curriculum and staffing) for students with credit deficiencies. Including Dual Enrollment. Lastly, it will also be used for supplemental and intervention resources to fill any gaps and/or support a student through a course they may be struggling with.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

We will utilize the LCAP and SPSA processes to monitor schools eligible for CSI

Furthermore, there will be two counselors and homeroom teachers (along with admin) regularly monitoring graduation rates and struggling students.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

For the 2023-2024 school year.

Peak Prep engaged it's educational partners through annual surveys, emails, meetings, and phone calls. Peak does not have a bargaining unit.

Educational Partner Engagement included:

- 1) Staff Meeting and offered feedback. March 29th, 2023 and May 24th, 2023
- 2) Parent Advisory Committee presentation and offered feedback. There were no emails or questions that required Director written feedback.
- 3) Called Foster Youth and EL families and asked for feedback.
- 4) Attended all winter & spring IEP meetings to gain feedback.
- 5) Annual Survey to families (our biggest participation)
- 6) Ventura County and SELPA meetings that included LCAP focuses on Foster Youth, English Learners, and SELPA consultation & strengthening services for students with disabilities.
- 7) Public Hearing--May 3rd, 2023
- 8) PAC Meeting Jan 30th, 2023 & May 29th
- 9) Board Adoption--June 7th, 2023

All meetings were held virtually via zoom and Peak continues to offer office hours for phone calls, receipt of emails, and meetings.

A summary of the feedback provided by specific educational partners.

2023-2024

There is a desire for more Intervention and tutoring.  
Parents expressed interest in more Field Trips, extra curricular programs/virtual clubs.  
Families would like to see more elective opportunities.  
There is an interest in more Professional Development for Parents

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

2023-2024

There continues to be three major areas that Peak will continue to focus on:

- 1) Intervention and Tutoring
- 2) Family Engagement
- 3) College and Career Readiness

For Intervention (i.e. ILP, 1:1, intervention hours, supplemental) and tutoring we hear the need from faculty, parents and the data.

We will provide intervention incentives in addition to tutoring services within our curriculum (Including activating tutoring services WITHIN the curriculum providers).

For family engagement, ParentSquare became a communication hit. We will utilize this for more information of parent education.

For college and career readiness, we have improved this area and we will continue to use it in correspondence to our elective options. In addition, we will push out more clubs.

# Goals and Actions

## Goal

Goal #	Description
1	We will build a stronger community by increasing our parent participation by 25% and maintain an average of 4 or higher satisfaction rate.

An explanation of why the LEA has developed this goal.

2021-2022: As an independent learning and new school, it is essential we have parent involvement. We want to make sure our families are engaged and partnering with us. Furthermore, we want to make sure they have a voice in their student's education.

2022-2023: The explanation serves the same as 2021-2022

2023-2024: The explanation serves the same as 2021-2022

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Satisfaction Survey will have an average satisfaction rating of between 4-5 on a 5-point scale	2021-2022 Survey Results	4.78 satisfaction rate	4.9 Satisfaction Rate		4.5 Overall Rating
There will be an increase of 25% parent engagement participation	2021-2022 Survey Result Participation and Attendance Records.	There were 31% of student families represented in the survey.	There were 27% represented in survey, while 72% of parents interacted via Parentsquare.		75% Participation Rate from Parents

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Newsletter via Smores	We will provide Monthly Newsletter and Translations (if needed) to provide consistent and timely communication.	\$2,499.00	No
1.2	Parent Education Nights	Our faculty/counselor(s) will provide 9 Parent Education Nights.	\$9,396.00	Yes
1.3	New Website	We will redesign and update our school website to provide timely communication and provide resources to our families. Beyond small maintenance, there is no longer an action for the 2022-2023 LCAP.	\$0.00	No
1.4	Family Events	We will provide activities, such as a cultural fair and parent/teacher conferences, to maintain engagement.	\$9,379.00	Yes
1.5	Parent Square	This is a communication tracker and provides additional communication to families to enhance the school experience. *Added to the 2022-2023 LCAP	\$3,500.00	Yes

## Goal Analysis [2022-23]

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.

No major differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No major differences

An explanation of how effective the specific actions were in making progress toward the goal.

ParentSquare and Smores has increased our parent engagement tremendously. We are 3% away from our goal.

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.

We will push more parent education nights. There still tends to be a push for more.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	We will Improve student achievement for all students, especially student groups performing below grade level with the expectation that we will achieve 80% growth of all students.

An explanation of why the LEA has developed this goal.

2021-2022: As a new school that opened in 2019-2020 school year and hit with a pandemic, many families flocked to a virtual school. We have seen many students with a need of learning loss mitigation. With many students below grade level in ELA and Math, we feel it is a top priority.

2022-2023: The explanation serves the same as 2021-2022

2023-2024: The explanation serves the same as the past two years.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP/Iready Reports--80% overall growth in scores.	Spring 2021 Results/Year Growth	Math: 46% growth Reading: 43% growth	Iready/MAP: Math: 70% Growth Iready/MAP: ELA: 74% Growth		80% of students have shown growth
EL Reclassification--50% Reclassification	Spring 2020 EL numbers	25% reclassified (46.7% making progress)	33% reclassified, 28% moved up a level (61% making progress)		80% of our EL students making progress
Dashboard "Status"	2022 Dashboard (post-COVID)	Chronic-High; Suspension-very low, ELP-no level, Grad	Not provided yet.		Yellow or higher Status in multiple categories



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Rate-Low; CCR-not reported, ELA-Low; Math-Very Low			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum and Technology	All students will have access to standard-based curriculum, supplemental resources and technology needed to learn.	\$250,000.00	Yes
2.2	Intervention	Students below grade level will receive individual and personalized learning paths, intervention and/or tutoring. Furthermore, we will be offering additional intervention and tutoring through staff (hrly wage), hiring an additional interventionist, and through support systems like, Gravity Assist.	\$379,525.00	Yes
2.3	Professional Development	Professional Development will be offered for homeroom and classroom teachers that are aligned with the standard-based curriculum, supplemental resources and technology	\$30,000.00	No
2.4	I-Ready Curriculum	Peak is piloting Iready curriculum and diagnostics for grades 4th and 5th. The math and reading curriculum are aligned with the diagnostics and provides direct instruction along with intervention.	\$11,628.00	Yes

## Goal Analysis [2022-23]

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.

No major differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No major differences

An explanation of how effective the specific actions were in making progress toward the goal.

Funds were much needed for technology and really helped us with getting every student the same computer for state testing. In addition, it helped with tech support. Some of the intervention really reached struggling students. It helped with improving graduation rates, but we will not know the true impact on state or local assessment.

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.

We will continue to support with the technology and add intervention. There was mistyped desired outcome and it was fixed from 80% reclassified to 80% of our EL students making progress.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	We will expand the College & Career Readiness (CCR) and Social Emotional Learning (SEL) Programs through increased counselor time, attendance in CCR, SEL, CTE activities and enrollment.

An explanation of why the LEA has developed this goal.

2021-2022: With a wide variety of families, first generation graduates, and a pandemic that led to learning loss, we feel there should be a focus on student academic and social emotional support.

2022-2023: The explanation serves the same as 2021-2022

2023-2024: The explanation serves the same as 2023-2024

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of our HS students will meet with our school counselor(s) twice a year	Enrollment/Attendance Records	100% of our HS Students met with school counselors	100% of our HS Students met with school counselors		100% Participation
100% of our HS will have a post-HS plan/10 year plan.	Attendance/Enrollment Roster	25% of HS students have completed their plans, while others have started.	80% of HS students have completed their plans, while the remaining are close to starting and/pr finishing.		100% of HS will have a plan
College Career Readiness Calculator-Increase 10%	Attendance/Enrollment Roster	We went from 0% to 11.4%	Data is not known but we are anticipating a tremendous growth.		40% Increase in CCR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			We will have, at min 30% growth this year.		
80% of our 8th-HS students will attend one of the following: info session, CCR course, or personalized career/college plan	Attendance/Enrollment Roster	25% of our 8th graders have attended an info session and/or taken a CCR course/personalized career/college plan.	80% of 8th graders have attended one of the mentioned sessions.		90% Participation
10% increase of students will enroll into CTE courses.	Attendance/Enrollment Roster	We remained the same in CTE enrollment (78); however, have a plan for Year 2 to increase abundantly.	With the push of CTE and Dual Enrollment, we had a 62% increase in enrollment of 127 CTE course Enrollments.		25% Increase of enrollment in CTE courses

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	HS Counselor availability	All HS students will have access to the school counselor	\$159,518.00	No
3.2	College & Career Ready Events	Counselor/Teachers will lead college and career ready events, sessions, and other informational support meetings	\$2,123.00	Yes
3.3	HS/Post HS Plan	HR Teachers/Counselors will work with their HS students and create a 10 year post-HS plan.	\$5,308.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development	Provide Professional Development for our HR Teachers and Counselor on College & Career Readiness	\$1,000.00	Yes
3.5	Program Supervisor	Stipend dedicated to implement College and Career Program and SEL Program. There will be two separate stipends for the 2022-2023 school year (\$3500 per stipend).	\$10,980.00	Yes
3.6	School Psychologist and SEL offerings	Increase the SEL course offerings and provide a 100% FTE School Psychologist	\$114,815.00	Yes
3.7	Care Solace	As an ongoing commitment to the health, safety, and wellbeing of students, parents and staff, Peak has partnered with Care Solace. Care Solace makes it easier for students, parents and staff to connect with mental health resources and providers within the community.	\$0.00	Yes

## Goal Analysis [2022-23]

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.

No major differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No major differences

An explanation of how effective the specific actions were in making progress toward the goal.

The major increase we saw was with our CTE enrollment and Dual Enrollment--this really helped our CCR indicator too. There was an intentional push and effort to get students their courses. In addition, we embedded information sessions into 8th graders routines/schedule.

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.

Due to the lack of interest within parents and staff with Care Solace, we feel the funds should be allocated to other programs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	We will maintain a 95% attendance rate and achieve our graduation rate to 80%.

An explanation of why the LEA has developed this goal.

2021-2022: As a virtual and independent school, our numbers fluctuate and, while we have high expectations for our students, we get students that we have not served before; therefore, we are always striving to engage our students, have clear and high expectations on attendance, and get students to graduate on time. Many times we have students enroll with learning loss and credit deficiencies.

2022-2023: The explanation serves the same as 2021-2022  
 2023-2024: The explanation serves the same as 2021-2022

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
80% Graduation Rate	Graduation Dashboard/Graduation Rate	68% graduation rate; however, we graduated 100% of our seniors.	We are anticipating a 90% graduation rate this year.		90% Graduation Rate
95% Attendance Rate	Monthly Attendance Reports/P1,P2 reports	96.48% Attendance Rate	96.33% Attendance Rate		95% Attendance Rate

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Attendance Clerk	We will add attendance to existing staff members to focus on non-engaged students. In addition, for the 2022-2023 school year, two clerical attendance positions will be added (1.5 FTE); maintaining 1.0 FTE Attendance/Enrollment Specialist in 2023-24	\$72,530.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Graduation Plans	Counselors will have grad plans and goals with each junior and senior	\$2,123.00	No
4.3	Lower Student/Teacher Ratios	Homeroom Teachers will have a low ratio of students/teacher to maintain school/family relationships	\$105,314.00	Yes
4.4	Summer School Teacher Stipends	Peak will provide summer school teaching stipends for teachers in content areas that would support ESY, credit deficiencies or supporting students to get ahead to meet high school graduation requirements.	\$35,021.00	Yes

## Goal Analysis [2022-23]

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.

For Goal 2.1, Peak Prep had originally planned on adding 2 new positions totaling 1.5 FTEs to cover attendance and enrollment duties. However, due to a restructuring of the Peak Prep's clerical staff, only 1 full-time position was added so that resources could be allocated towards other clerical needs. Also, for Goal 2.4, Peak Prep offered summer school for the first time during the summer of 2022. The costs for this program weren't as high as expected, but Peak Prep is expecting this program to expand during this upcoming summer session.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenses for summer school for Goal 2.1 were lower than expected due to Peak Prep adding only 1 full-time position related to attendance and enrollment. Expenses for Goal 2.4 were lower than expected due to relatively small summer school class in 2022, which resulted in lower staffing costs.

An explanation of how effective the specific actions were in making progress toward the goal.

The summer school stipends really supported our Juniors and Seniors to get support on Credit Deficiency & Recovery. It supported our attendance and graduation rate.



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.

No changes made.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$627,832	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.19%	0.00%	\$0.00	22.19%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

When making and implementing resources, we consider the impact on our students from unique populations. Our School Wide Plan is designed to implement resources that would benefit those unique populations and, in turn, support all students.

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

We are increasing many services to help our students, especially our foster youth, English learners, and low-income students.

2021-2022

- 1) School Psychologist to 100%
- 2) Increased counselor availability
- 3) Increased Resources like MyPath, Purposeful Prep (SEL courses), Individual Learning Paths (MAP ILP), EL, Pretesting
- 4) Homeroom Teacher ratios lowered to provide additional support and academic follow up to a smaller group of students
- 5) Intervention Hours

6) Social Emotional Learning Courses- Purposeful Prep provides a variety of supplemental social and emotional support for students who may need additional support.

2022-2023

The services for 2021-2022 will remain in place; however, we are increasing the following services:

- 1) Ellevation Services was purchased to monitor and provide additional resources for our ELL population.
- 2) Iready curriculum and diagnostics was purchased to provide additional intervention and instruction.
- 3) Partnered with Care Solace to provide access to mental health resources and providers to families.
- 4) Parent Square was purchased to enhance communication and provide additional resources for our families.
- 5) We are increasing our intervention hours.
- 6) We are adding two separate stipends for our CCR and SEL program to increase a focus in those areas.

2023-2024

The services for 2021-2022 & 2022-2023 will remain in place (Minus Ellevation and Care Solace); however, we are increasing the following services:

- 1) Maintain a small teacher/student ratio
- 2) Through a grant, provide Instructional Coaches that allow for student engagement.
- 3) Utilize ParentSquare and counselors for more Parent Education Nights.
- 4) More focus on direct ELD instruction that aligns with ELPAC

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

2023-2024

The services will remain the same

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		0.8:300

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		29.25:310

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,057,532.00	\$110,440.00		\$36,687.00	\$1,204,659.00	\$876,657.00	\$328,002.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Newsletter via Smores	All Students with Disabilities	\$2,499.00				\$2,499.00
1	1.2	Parent Education Nights	English Learners Foster Youth Low Income	\$9,396.00				\$9,396.00
1	1.3	New Website	All	\$0.00				\$0.00
1	1.4	Family Events	English Learners Foster Youth Low Income	\$9,379.00				\$9,379.00
1	1.5	Parent Square	English Learners Foster Youth Low Income	\$3,500.00				\$3,500.00
2	2.1	Curriculum and Technology	English Learners Foster Youth Low Income	\$250,000.00				\$250,000.00
2	2.2	Intervention	English Learners Foster Youth Low Income	\$379,525.00				\$379,525.00
2	2.3	Professional Development	All	\$18,807.00			\$11,193.00	\$30,000.00
2	2.4	I-Ready Curriculum	English Learners Foster Youth Low Income	\$11,628.00				\$11,628.00
3	3.1	HS Counselor availability	All	\$159,518.00				\$159,518.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	College & Career Ready Events	English Learners Foster Youth Low Income	\$2,123.00				\$2,123.00
3	3.3	HS/Post HS Plan	All	\$5,308.00				\$5,308.00
3	3.4	Professional Development	English Learners Foster Youth Low Income	\$500.00			\$500.00	\$1,000.00
3	3.5	Program Supervisor	English Learners Foster Youth Low Income	\$10,980.00				\$10,980.00
3	3.6	School Psychologist and SEL offerings	English Learners Foster Youth Low Income	\$4,375.00	\$110,440.00			\$114,815.00
3	3.7	Care Solace	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.1	Attendance Clerk	All	\$72,530.00				\$72,530.00
4	4.2	Graduation Plans	All	\$2,123.00				\$2,123.00
4	4.3	Lower Student/Teacher Ratios	English Learners Foster Youth Low Income	\$105,314.00				\$105,314.00
4	4.4	Summer School Teacher Stipends	English Learners Foster Youth Low Income	\$10,027.00			\$24,994.00	\$35,021.00



## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,828,771	\$627,832	22.19%	0.00%	22.19%	\$796,747.00	0.00%	28.17 %	<b>Total:</b>	\$796,747.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$796,747.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Parent Education Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,396.00	
1	1.4	Family Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$9,379.00	
1	1.5	Parent Square	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.1	Curriculum and Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
2	2.2	Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$379,525.00	
2	2.4	I-Ready Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		\$11,628.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	College & Career Ready Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,123.00	
3	3.4	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.5	Program Supervisor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,980.00	
3	3.6	School Psychologist and SEL offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,375.00	
3	3.7	Care Solace	Yes	Schoolwide	English Learners Foster Youth Low Income		\$0.00	
4	4.2	Graduation Plans				All Schools	\$2,123.00	
4	4.3	Lower Student/Teacher Ratios	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$105,314.00	
4	4.4	Summer School Teacher Stipends	Yes	Schoolwide	English Learners Foster Youth Low Income		\$10,027.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,160,448.00	\$1,209,680.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Newsletter via Smores	No	\$1,500.00	\$2,499
1	1.2	Parent Education Nights	Yes	\$8,627.00	\$9,396
1	1.3	New Website	No	\$0.00	\$0
1	1.4	Family Events	Yes	\$8,524.00	\$9,379
1	1.5	Parent Square	Yes	\$3,500.00	\$3,500
2	2.1	Curriculum and Technology	Yes	\$250,000.00	\$262,777
2	2.2	Intervention	Yes	\$323,006.00	\$379,525
2	2.3	Professional Development	No	\$30,000.00	\$40,357
2	2.4	I-Ready Curriculum	Yes	\$11,628.00	\$11,628
3	3.1	HS Counselor availability	No	\$159,518.00	\$159,518

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	College & Career Ready Events	Yes	\$2,123.00	\$2,123
3	3.3	HS/Post HS Plan	No	\$5,308.00	\$5,308
3	3.4	Professional Development	Yes	\$1,000.00	\$1,557
3	3.5	Program Supervisor	Yes	\$7,686.00	\$9,433
3	3.6	School Psychologist and SEL offerings	Yes	\$110,046.00	\$119,931
3	3.7	Care Solace	Yes	\$7,500.00	\$7,500
4	4.1	Attendance Clerk	No	\$102,875.00	\$64,504
4	4.2	Graduation Plans	No	\$2,123.00	\$2,123
4	4.3	Lower Student/Teacher Ratios	Yes	\$111,759.00	\$111,759
4	4.4	Summer School Teacher Stipends	Yes	\$13,725.00	\$6,863

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$634,161	\$738,853.00	\$811,954.00	(\$73,101.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Parent Education Nights	Yes	\$8,627.00	\$9,396		
1	1.4	Family Events	Yes	\$8,524.00	\$9,379		
1	1.5	Parent Square	Yes	\$3,500.00	\$3,500		
2	2.1	Curriculum and Technology	Yes	\$250,000.00	\$262,777		
2	2.2	Intervention	Yes	\$323,006.00	\$379,525		
2	2.4	I-Ready Curriculum	Yes	\$11,628.00	\$11,628		
3	3.2	College & Career Ready Events	Yes	\$2,123.00	\$2,123		
3	3.4	Professional Development	Yes	\$1,000.00	\$559		
3	3.5	Program Supervisor	Yes	\$7,686.00	\$9,433		
3	3.6	School Psychologist and SEL offerings	Yes	\$3,500.00	\$4,375		
3	3.7	Care Solace	Yes	\$7,500.00	\$7,500		
4	4.3	Lower Student/Teacher Ratios	Yes	\$111,759.00	\$111,759		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Summer School Teacher Stipends	Yes				

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,968,712	\$634,161	0.00%	21.36%	\$811,954.00	0.00%	27.35%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

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[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

## Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its 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 (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

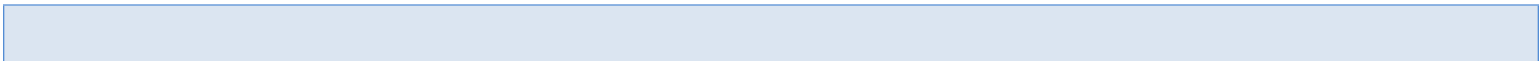
### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



**Implementation of State Academic Standards (LCFF Priority 2)**

**OPTION 2: Reflection Tool**

**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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

**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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

## 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

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers				4	5
Providing support for teachers on the standards they have not yet mastered					5

### Optional Narrative (Limited to 1,500 characters)

6. 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.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
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.					5

#### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Our faculty are dedicated to the success of our students. In addition, our model is built around each student getting a homeroom teacher that builds a bridge between the school and family.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We continue to seek ways to get more and more families involved. From parent education nights, parent/teacher conferences, & parentsquare.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Our strengths are our compassionate staff. We truly have a welcoming group of educators that want to serve their families and educate them. We provide HR teachers that build relationships with 15-25 students. They are their go-to forms of communication and check ins. These HR teachers are constantly checking in with students and families.

An area of focus is catching disengaged students quickly. We will have multiple forms of check ins: Content teachers, HR Teachers, and Counselors. Multiple people will be check in with students. They will build those relationships and help them transition and adjust to an online platform.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
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.					5
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.					5

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Not only do we have a school wide plan, but we have additional support mechanisms in place. We have HR teachers assigned to provide additional support and do weekly check ins. In addition, we have content teachers that send weekly progress reports. Also, our sped teachers provide parent right forms in their email and every time they do an IEP.

Areas of opportunity is parent education nights. We want to engage more families and educate them on support systems and resources for them.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We strive to find additional ways to provide support and opportunities for students. It is part of our LCAP goals.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We are seeking ways to get families involved and make additional efforts to reach out to unduplicated populations (i.e. McKinney Vento Liaison calling all McKinneyVento families). This is an on-going work in progress.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
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.				4	
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.				4	

#### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Peak welcomes feedback and input. We provide opportunities through open-doors, emails, and continued communication through homeroom teachers and parentsquare. Families appear to know who their main point of contact is to find out information and gain insight. Parents feel comfortable reaching out to their HR teachers.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We have a Parent Advisory Committee and reach out to our families for feedback. Through surveys, calls, meetings, ParentSquare and public hearings, we seek out feedback from our families.

Parent Engagement, in general, is an area of opportunity for us. As an independent study, many families do their own thing. However, we are really seeking out ways to get them involved. A few ways we are doing that is:

- 1) We adding more parents to our Parent Advisor Committee and eventually to our board
- 2) increasing communication: newsletter and parentsquare.
- 3) Parent Education Nights.
- 4) McKinney-Vento Liaison.

For the 2023-2024 school year we will continue to push and improve this area.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We are calling individual families to gain input and we are inputting the Parent Square communication system. Although we provide the opportunities, we are hoping more families follow through and participate.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

### Students:

The majority of students felt supported by their teacher.

The majority of students felt their homeroom teacher cared about them and their learning

The majority of students felt like this was the right environment for them.

The main areas of improvement that were common were more tutoring opportunities, in person field trips, and a bigger variety of elective courses.

From our most recent survey, we are starting to see a trend in student's health:

Students have exercised 4 or more times in the past 7 days.

88% have connected with friends in the past 7 days.

100% are interest in school work some to all the time.

100% reported back they have teachers that check in how they are doing.

100% reported they have teachers at school that care about them.

100% reported that teachers tell them they do a good job.

33% reported that teachers don't ask them what they want to learn.

100% reported that teachers listen when they have something to say.

100% reported that teachers believe that they can do a good job and want them to do their best (77.8--all the time, 22.2--most of the time)

### Parents:

There was an overall satisfied rate of 4.5 out of 5.

The majority of guardians felt their voices were heard.

There was a lot of positive feedback on homeroom teachers and teacher communication and support.

The main areas of improvement were common were more tutoring opportunities, parent resources/support, and all classes at one time.

### Teachers:

There was a 100% satisfaction and return rate.



They were all excited to return to school

The main areas of improvement was for courses to be spread out, more opportunities for team meetings and participation

There were a handful of things we added/changed due to stakeholder feedback:

- 1) We moved from 2 classes per term to 6. This allows for a better variety of courses and gives a clear start and end date. In addition, it provides more opportunity for student engagement. With that being said, for the students who need 2 courses at a time for flexibility or academic-risk, we can provide that flexibility and individualize their student load.
- 2) We added features to our learning management system that allows for feedback and progress reports. There are two main features: pre-test and progress meter. The pre-test will provide teachers and students an understanding of what content and concepts a student has mastered within a subject. This allows for re-teaching to fill learning gaps or support our gifted students.
- 3) We added more tutoring opportunities. Each teacher has an additional hour to their schedule for intervention. Beyond the live lessons, they now have an hour blocked for tutoring and an hour blocked for intervention. Any student may attend by may be required to come as well.
- 4) We added more elective courses. This is designed to engage more students.
- 5) We added additional resources for unique needs. Along with our pretest, we added MAP (Measure of Academic Progress), Raz Kids EL, social emotional learning courses, & Mypath (description below).
- 6) We added a school Psychologist and additional counseling.
- 7) We fine-tuned our homeroom teacher structure to spread out student monitoring and engagement. This allowed for more homeroom teachers (mentors) and to ensure more student engagement monitoring. More importantly, this provides additional social emotional support.

We provided more Live Lesson/Activities for students to participate in and meet other peers. We have seen an improvement and we are continue to further our opportunities for students and parents to connect with the school, but more importantly, find ways to feel cared about.

Lastly, we are working on providing more Social Emotional Learning (SEL) courses and College Career Readiness opportunities.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using 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. (response limited to 1,500 characters)

All students have a home room teacher. These teachers check daily for student submissions, logins, and work samples. The homeroom teachers stay in communication and make sure students have access and are logging into their curriculum.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

We have one TK-12 school and two learning platforms. The homeroom teachers assigned to the students on the specific learning platforms have access and are able to monitor and make sure students have the access and are logging in. All students have access to their specific grade level learning management system.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

N/A--all students are accessing the courses of study. The only barrier we notice is home environment may be a barrier to logging in for the day (although they still have access). Students that have limited or no internet access are given a hotspot.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Peak uses a variety of check points to ensure students have access to course of studies. We use attendance and log in reports, Homeroom teacher check ins, annual surveys, Sped Team, Counselors, and a we have a McKinney Vento Liaison.

2. All students have access to full curriculum and supplemental resources.

3. We do have some students that need to be provided a hotspot or computer. The major barrier is identifying them and getting them their proper equipment.

4. We will continue to do student check-ins especially heavy check ins when they first enroll. As always, we will continue to do check ins to make sure nothing has changed.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district					

Coordinating Instruction	1	2	3	4	5
community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**School Year**

2023-24

**Date of Board Approval**

6/7/2023

**LEA Name**

Peak Prep Pleasant Valley

**CDS Code:**

56 72553 0139592

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## 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 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.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**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 CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA 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.

Peak Prep receives Title I, Part A, Title II, Part A and Title IV, Part A funds via the Every Student Succeeds Act. Title I, Part A is used to provide additional counseling support to low income students. Title II, Part A is used to provide additional professional development opportunities for teaching and administrative staff. Title IV, Part A is used to supplement Peak Prep's ongoing efforts to ensure that all students have access to 1:1 technology devices and internet access.

## 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.

Peak Prep uses these ESSA funds to supplement the LCFF dollars generated by Peak Prep's students. Peak Prep's LCFF is used to fund the school's core program, and the ESSA funds are used to supplement the core program as described above.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>



Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

FRPM

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages 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 this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

With a board approved parent and family engagement policy, parents will be communicated through a variety of way. This policy will be available via website and provided at the annual parent meeting.

There are multiple ways we include and plan on engaging parents

- 1) Annual Parent Meeting regarding Title 1 programs and
  - a) This will allow for transparency and opportunities to formulate suggestions.
  - b) The meeting will be scheduled at a convenient time for parents
  - c) Families that participate in Title 1 will be invited and encouraged to attend.
- 2) Parents get weekly progress reports and communication from teachers and mentors
- 3) Provide families with the Parent and Family Engagement Policy
- 4) Will use evidence-based strategies for a higher effective parental involvement and re-evaluate on an annual basis.
- 5) Parent Advisory Committee.
- 6) School Board Meetings
- 7) Parent Education Nights (Being defined).

Homeroom teachers are assigned families and will assist parents and families to understand such topics as State academic standards, State and local academic assessments, and how to monitor a child's progress and partner with Peak to improve the achievement of their children. Depending on the need or content or training (i.e. literacy, technology, diagnostics), the Homeroom Teacher or Counselors/School Psychologist will provide materials and training to help parents to work with their children to improve their student's achievement.

Professional Development will provided to educate Peak's team (teachers, support staff, administrator) with the supporting of parents (i.e. value of partnerships, how to reach out to, communicate with, and execute parent programs) to build a strong parent partnership.

In addition, Peak will communicate with and inform all families that qualify (including EL--in native language, family members with disabilities, and/or parents of migratory students) their opportunities and programs. This communication will be done in a format and, to the extent practicable, in a language that the participating families understand.

Peak's goal is to partner with parents to better the student experience.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Homeroom teachers are assigned families and will assist parents and families to understand such topics as State academic standards, State and local academic assessments, and how to monitor a child's progress and partner with Peak to improve the achievement of their children. Depending on the need or content or training (i.e. literacy, technology, diagnostics), the Homeroom Teacher or Counselors/School Psychologist will provide materials and training to help parents to work with their children to improve their student's achievement.

Professional Development will provided to educate Peak's team (teachers, support staff, administrator) with the supporting of parents (i.e. value of partnerships, how to reach out to, communicate with, and execute parent programs) to build a strong parent partnership.

In addition, Peak will communicate with and inform all families that qualify (including EL--in native language, family members with disabilities, and/or parents of migratory students) their opportunities and programs. This communication will be done in a format and, to the extent practicable, in a language that the participating families understand.

Peak's goal is to partner with parents to better the student experience.

**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.



There are instructional strategies in place to enhance and foster our academic program. In addition, there are supplemental materials that are used to support our students and cultivate our curriculum. Peak offers many CTE courses and other electives that are STEM related.

Intervention (i.e. Team Meetings, SSTs additional resources) is in place to address struggling students. Our homeroom and content teachers and intervention teacher communicate with our families and the students' teams are used to encourage parent involvement in the process.

TAS:

For students who are performing below the state standards or are at risk of performing below the state standards students will be required to attend intervention. Identified through our internal, state verified, diagnostic assessment, students are identified by the diagnostic report. These students are provided an Individualized Learning Path (ILP) that is aligned with their current grade-level diagnostic and provide the additional support and content needed to improve their academics. Students are exited out through a discuss that involves the parent and teacher recommendations along with an appropriate grade-level diagnostics.

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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The students who qualify for these services are identified via multiple sources. Through state testing & internal local data (internal assessment results (iready and MAP), teacher recommendation, ELPAC) students will be identified as performing below state standards are at risk of performing below the state standards.

Intervention (i.e. Team Meetings, intervention hours, intervention courses, and additional resources) are in place to address struggling students. Our mentors and teachers communicate with our families and the students' teams are used to encourage parent involvement in the process.

**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.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

All homeless students are immediately enrolled and placed in courses that are appropriate for their grade level of education regardless of required documents. They will be given technology needed for accessing the full curriculum and supplemental resources. Each homeless student is provided a homeroom teacher that will help walk them through the process and on boarding.

In addition, there will be LEA McKinney Vento Liaison and annual training for the LEA Homeless Liaison and the faculty.

There are reserved funds to provide adequate and comparable services regardless of attendance. Examples of how the Reservation Funds will be used are:

- 1) Counseling services
- 2) Support of the McKinney Vento Liaison position
- 3) Caps/Gowns for graduation
- 4) Collect data on homeless children and youth
- 5) Tutoring Services and hotspots

Our homeless students will automatically eligible for the Title I services regardless of their academic background or performance.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

The Early Childhood Education Program does not apply to Peak Prep Pleasant Valley.

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.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As for effective transitions for MS to HS and HS to post Secondary: 1) Students who have shown academic struggles will have a study skills course embedded into their load along with ELA Foundation and Math foundations (if needed). 2) On boarding courses for students and families 3) A wide range of career and technical courses 4) Dual Enrollment Opportunities through ASU and community college.

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our students are assessed through our diagnostic assessment and teacher monitoring. Since curriculum is individualized our gifted students may: A. Accelerate at a quicker pace B. Provided Honor or AP level courses to ensure a more rigorous curriculum C. Provided an opportunity to Dual Enrollment with community college or ASU. D. Given CTE Courses and higher-level thinking courses. E. Every student will have an onboard course that exposes them to the curriculum and tools needed for success on our platform.

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

### Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

### Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

### Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

### Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Our professional development is designed to improve academic success and engagement of our students and equip our faculty with the tools needed for success. At this time, all our faculty are highly-qualified in their area of expertise (no teacher induction program) and new faculty are provided with a team leader to help transition to online learning. Professional Development is on-going and annually. We have annual professional development days, along with the requirement of professional development for faculty in their area of expertise. Planned professional development includes the following: Suicide Prevention, Google Suite , Excel, mail merge and other training, Growth Mindset, ELL, Instruction, Virtual Teaching, Differential Instruction, Data-Driven Instruction The professional development growth and improvement system have been in place to help grow, strengthen, and equip our faculty. The following systems are in place: Mentors. All new teachers will be assigned a lead teacher to providing on-boarding, observation, and guidance. New Teacher On-Boarding. All new teachers are provided a 5 day professional development for on-boarding that is academic-focused. This includes, but not limited to, special ed support, virtual/digital classroom management, ELL strategies, best practices, school support, parent communication, technology and student engagement. School-wide Professional development. There is a 5-day professional development for our faculty. During this time, they will meet in their teams and as a whole to go over a wide-variety of topics. For example, safety, suicide prevention, homeless awareness training, literacy, science and mathematics instruction, and social justice in education. Team Meetings. The meetings are designed for teams to meet weekly to discuss best practice, needs, and other school pertinent trainings. These meetings include staff meetings, department meetings, student success team meetings, coaching sessions, and data-driven and diagnostic meetings. School Leaders Training. School leaders are in or have been in an external educational leadership program. In addition, they will meet with the superintendent regularly to discuss coaching needs, academic support or concerns, and to be a sounding-board. These leaders will also help drive the team meetings and professional development days. This will ensure leadership growth and experience. Principal Training. The school principal does external professional development that will strengthen and equip them in the school setting. Some examples are school law, academic coaching, data-driven instruction and parent communication. Monthly PD. All faculty are required to do one educational webinar. A certificate is to be provide to demonstrate completed task. Digital and Virtual Learning Conferences. When budget allows, there are many non-classroom based/virtual instruction conferences that provide relevant and up-to-date strategies to equip our faculty and enhance the teaching. In turn, improve the student experience and academic success. This provides professional growth and advancement opportunities for our faculty. They are able to pick sessions based off of areas of need and report back to our team. This becomes informative and provides an opportunity to lead a professional development. Our systems and sessions are reviewed regularly and annually. Such as, survey will be given to a stakeholder to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback on the need for future or additional professional development for individual teachers. We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole. Lastly, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development. These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Peak Prep is an independent Charter School and is the only school within the LEA; therefore, the priority is easily identified.

**Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Peak Prep uses a variety of academic resources and assessments to pinpoint the academic needs of a student: Weekly Staff, Leadership, and Team Meetings.

During our regular staff meetings we will provide time for qualitative data feedback or hear areas of concerns, needs, or success that are going on. We will provide opportunities for suggestions and/or committees (if needed) to help proactively come up with a solution or next step to the data like attendance, grades, and engagement. This activity will drive next steps and enhance the academics, student experience and school programs.

Bi-Annual Parent Advisory Committee. This meeting is provided for families to engage with the Executive Director to discuss areas of strengths and needs. This data will help provide additional insight for our leadership team to discuss potential strategic plans. The HOS will report to individuals or departments that may be identified to come up with a plan of action or celebration.

Family Engagement Meetings/SSTs. During these meetings, school teams (teacher, administrator, and paraprofessional) and families come together to look over a specific student's data like grades, diagnostic assessment, and attendance, to discuss areas of needs or strengthens. A plan of action is created during this meeting. We will wrap around within a couple of weeks to reevaluate and discuss the results of this plan.

Monthly Board Meetings. The board is provided data on items like budget, attendance, and survey results. This allows for insight, participation and discussion.

Annual Parent, Student and Staff surveys. This survey allows for all parents and students to express their success or areas of needed focus. This will allow stakeholders to proactively partake in providing input that is presented to the stakeholders impacted. Afterwards, a strategic plan is put in place. The next survey will provide data to see if there was a growth/improvement.

School Dashboard. This is an annual meeting where a committee of stakeholder are provided an opportunity to see data and provide constructive feedback and solutions to improving our school experience. They will highlight areas of success and areas of needed improvement.

Parent Education Nights. These nights/afternoons are the results of our data. During these meetings/nights parents are provided education on areas of needs and support that was provided by surveys or other analytical data. In addition, feedback from the night and/or through conversations, other areas may be identified as needing further education and/or support. These are monthly/bi-quarterly.

Annual District Oversight. This provides an opportunity for the district to review our program and provide recommendations for growth. This data is provided to the leadership team over the summer to strategically plan and then provide the data to staff at the beginning of the year professional development. The data will be reviewed annually to see growth and improvement. We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole. Also, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development. These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback on the need for future or additional professional development for individual teachers.

We use data to continue updating and improving our activities by doing regular and annual data review. As we review, we identify professional development needs that would benefit our school or individual teachers and leaders. In addition, we use ongoing consultation to continue to improve our activities and provide professional development that has been identified as a needed support for individual teachers, leaders or the school as a whole. Lastly, professional development is related to other strategies, programs and activities because it provides needed support for different areas. Core PD program includes ELL, distance learning PD. We will use Title II part A funds to support supplementary PD such social emotional learning.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV, Part A is mainly used to supplement Peak Prep's ongoing efforts to ensure that all students have access to 1:1 technology devices and internet access.

A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

Peak will partner with the following agencies:

- 1) county of education to provide professional development for our staff on topics like equity/inclusion, English Language Support,
- 2) North West Evaluation Assessment (NWEA) to provide assessments and individual learning plans,
- 3) Edgenuity curriculum to provide CTE and SEL courses.

These agencies have reputable work and products.

B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107; Funds will be used to provide academic intervention, social emotional learning, and professional development for teachers to provide additional enrichment for students. Such as,

- 1) access to CTE courses
- 2) access to advanced courses/AP
- 3) supplement dual enrollment opportunities
- 4) implementation and strengthening programs that foster history, civic, government and geography.
- 5) programs/resources/courses that use arts and music
- 6) college, career guidance and counseling programs.

c. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

Funds will be used to provide access to social emotional learning courses, school psychologies, and professional development on suicide prevention, equity/inclusion. In addition, technology software that will help monitor student access to various websites.

D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

The funds will be used for software/GoGuardian, that will help foster computer safety.

A. E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

The school will work with parents, staff, and other stakeholders to monitor and evaluate the effectiveness and make an action plan to revise any activity that may need altering. Conversations will be on-going through staff meetings, IEPs, stakeholder engagements, and open-door policy.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]  
Enrollment, Local Assessment, Supplemental Resources.

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]  
Technology. 1:1 devices and internet/hotspots

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]  
Through usage, repair needs, hot spot connectivity, age of device, growth of the school.

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]  
Continued need for cybersecurity and monitoring of 1:1 devices and the safety protocols/software of devices.

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]  
Software such as GoGuardian, refurbishing and replenishing devices, and maintaining

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]  
With the support of I.T, making sure we are monitoring the effectiveness of the software and usage reports.. Making sure we have quality and adequate cybersecurity and protocols in place along with appropriate software monitoring.

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]  
Continued need for cybersecurity and monitoring of 1:1 devices.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]  
Making sure every student has a school computer with appropriate licenses and software  
Any student needing a hotspot has one.  
Making sure that all computers are working effectively and age of devices are appropriate. (issue new devices, when needed).

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]  
With the support of I.T, making sure we are monitoring the effectiveness of the software and hotspots.. Making sure we have quality and adequate technology devices to support student needs.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]  
5/30/2023

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022



## Peak Prep Pleasant Valley

2150 Pickwick Drive, #304

Camarillo, CA 93010

Phone (855) 900-PEAK

[www.peak-prep.org](http://www.peak-prep.org)



**2023-24 Adopted**

## Budget Detail

Prepared By:

Rudy Calasin

Ventura County Schools Business Services Authority

5100 Adolfo Road

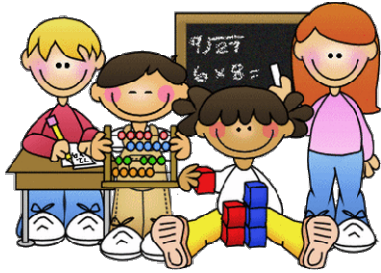
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**Peak Prep Pleasant Valley**  
**2023-24 Adopted**  
**Budget Detail**  
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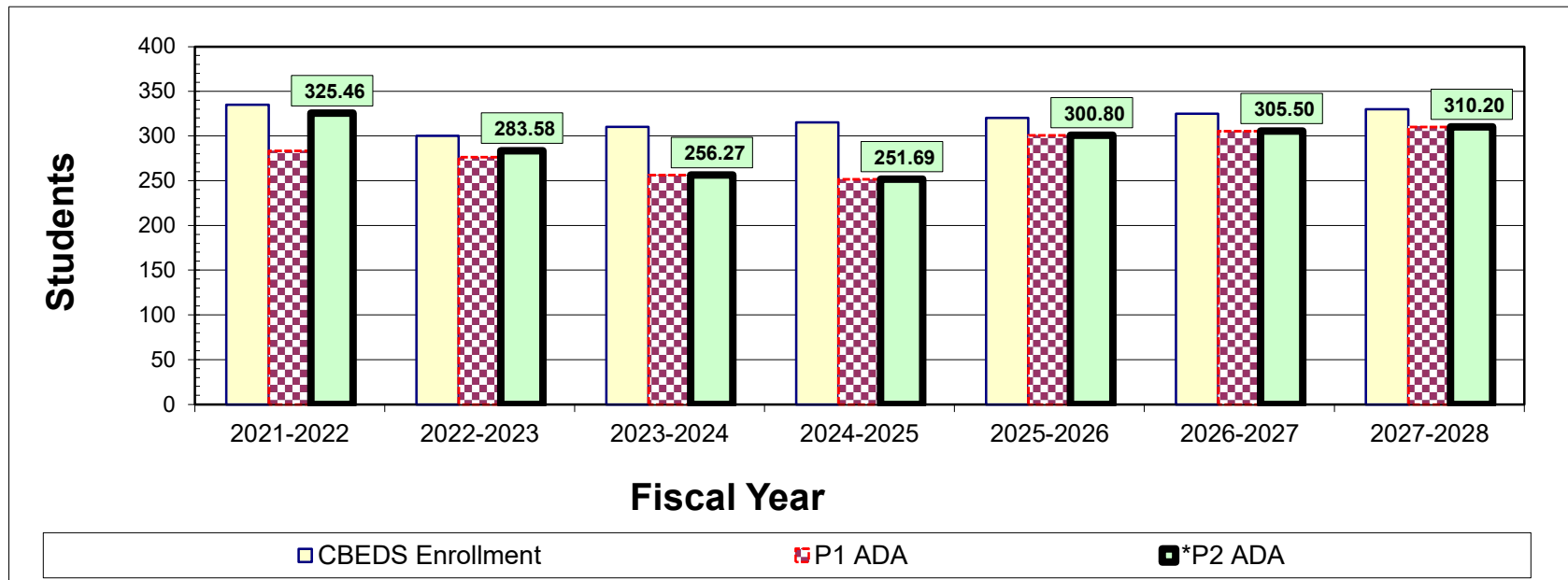
Peak Prep Pleasant Valley																					
Fiscal Year	TK	K	1st	2nd	3rd	TK-3	4th	5th	6th	4-6	7th	8th	7-8	9th	10th	11th	12th	9-12	Total	Incr/ (Decr) from PY	% Change
2021-22 CBEDS Enroll	0	17	14	19	17	67	21	16	18	55	25	30	55	34	31	52	41	158	335	-55	-14.10%
2022-23 CBEDS Enroll	5	21	17	10	13	66	14	21	14	49	20	30	50	32	33	30	40	135	300	-35	-10.45%
2022-23 Current. Enroll	7	20	20	9	17	73	13	20	14	47	22	34	56	33	41	27	28	129	305	-30	-8.96%
2023-24 Est. Enroll	0	15	11	11	15	52	15	50	22	87	15	30	45	15	26	47	38	126	310	5	1.64%
2024-25 Est. Enroll	0	15	11	11	15	52	15	50	27	92	15	30	45	15	26	47	38	126	315	5	1.61%
2025-26 Est. Enroll	0	15	11	11	15	52	20	50	27	97	15	30	45	15	26	47	38	126	320	5	1.59%
2026-27 Est. Enroll	0	15	11	11	15	52	25	50	27	102	15	30	45	15	26	47	38	126	325	5	1.56%
2027-28 Est. Enroll	0	15	11	11	15	52	30	50	27	107	15	30	45	15	26	47	38	126	330	5	1.54%

2021-22 P2 ADA	-	15.98	13.16	17.86	23.14	70.14	19.74	15.04	17.57	52.35	23.50	29.90	53.40	31.96	29.14	48.88	39.59	149.57	325.46
2022-23 Est. ADA	4.70	19.74	15.98	9.40	12.22	62.04	13.16	19.74	13.16	46.06	18.80	28.20	47.00	30.08	31.02	28.20	37.60	126.90	282.00
2022-23 P2 ADA	5.64	18.80	18.80	8.46	15.98	67.29	12.22	18.80	12.74	43.76	20.68	26.05	46.73	31.02	38.54	25.38	30.86	125.80	283.58
2023-24 Est. ADA	-	11.99	8.79	8.79	11.99	41.55	11.99	39.95	17.58	69.51	11.99	23.97	35.96	11.99	20.77	37.55	30.36	100.67	247.69
2024-25 Est. ADA	-	11.99	8.79	8.79	11.99	41.55	11.99	39.95	21.57	73.51	11.99	23.97	35.96	11.99	20.77	37.55	30.36	100.67	251.69
2025-26 Est. ADA	-	14.10	10.34	10.34	14.10	48.88	18.80	47.00	25.38	91.18	14.10	28.20	42.30	14.10	24.44	44.18	35.72	118.44	300.80
2026-27 Est. ADA	-	14.10	10.34	10.34	14.10	48.88	23.50	47.00	25.38	95.88	14.10	28.20	42.30	14.10	24.44	44.18	35.72	118.44	305.50
2027-28 Est. ADA	-	14.10	10.34	10.34	14.10	48.88	28.20	47.00	25.38	100.58	14.10	28.20	42.30	14.10	24.44	44.18	35.72	118.44	310.20

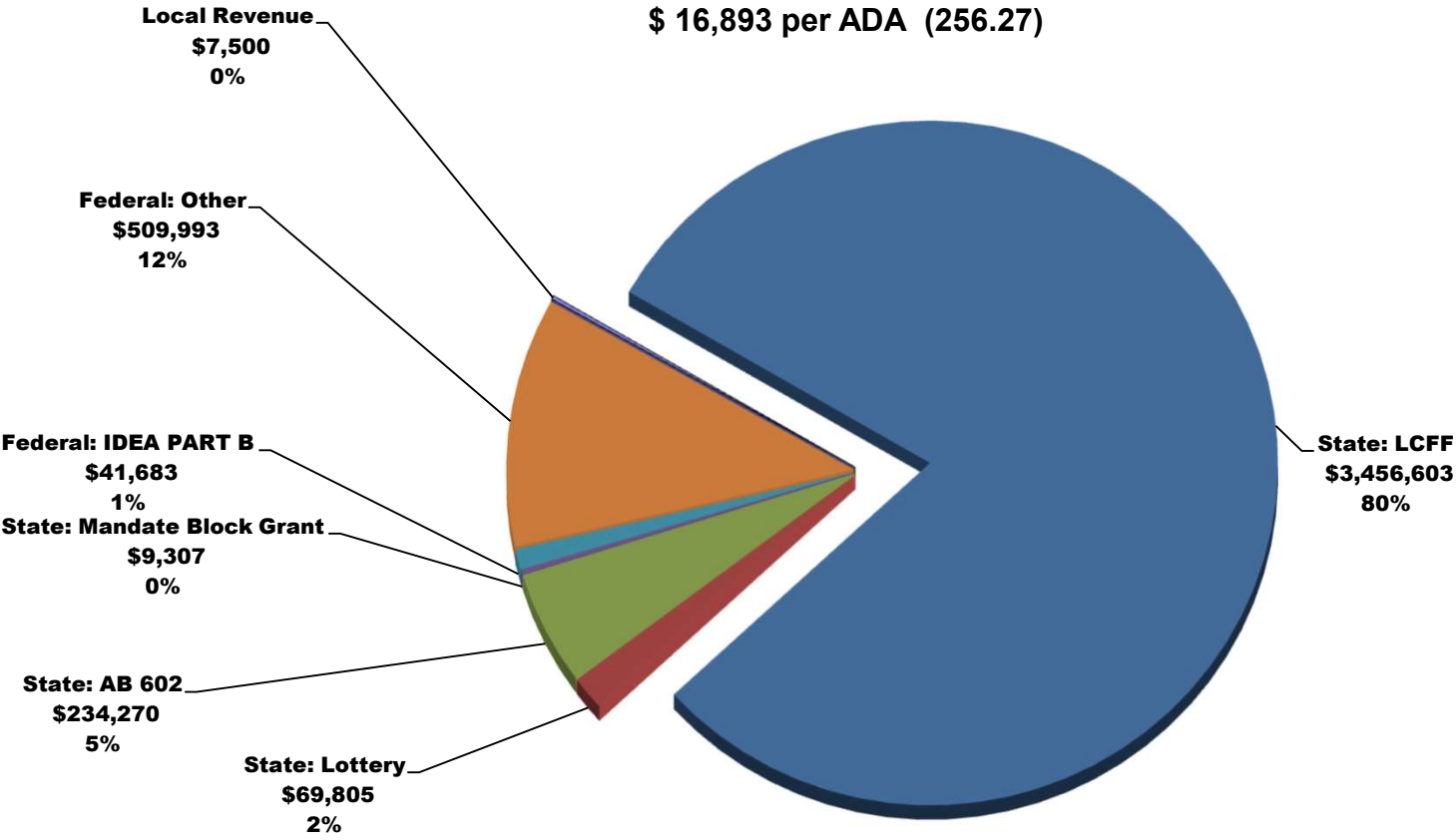
2023-24 Summer ADA	-	-	-	-	-	-	-	-	-	-	-	-	-	2.14	2.14	2.14	2.14	8.58	8.58
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**Peak Prep Pleasant Valley  
CBEDS Enrollment/P1 Attendance/P2 Attendance (Funded ADA) Trends**

Fiscal Year	CBEDS Enrollment	Summer School ADA	P1 ADA	*P2 ADA	Incr/(Decr) from Prior Year CBEDS		Incr/(Decr) from Prior Year P2 ADA		Attendance Percentage (P2/CBEDS)
					#	%	#	%	
2021-2022	335	-	283.58	325.46	(55.00)	-14.10%	34.78	11.97%	97.15%
2022-2023	300	-	276.45	283.58	(35.00)	-10.45%	(41.88)	-12.87%	94.53%
2023-2024	310	8.58	256.27	256.27	10.00	3.33%	(27.31)	-9.63%	82.67%
2024-2025	315	-	251.69	251.69	5.00	1.61%	(4.58)	-1.79%	79.90%
2025-2026	320	-	300.80	300.80	5.00	1.59%	49.11	19.51%	94.00%
2026-2027	325	-	305.50	305.50	5.00	1.59%	4.70	1.56%	94.00%
2027-2028	330	-	310.20	310.20	5.00	1.54%	4.70	1.54%	94.00%

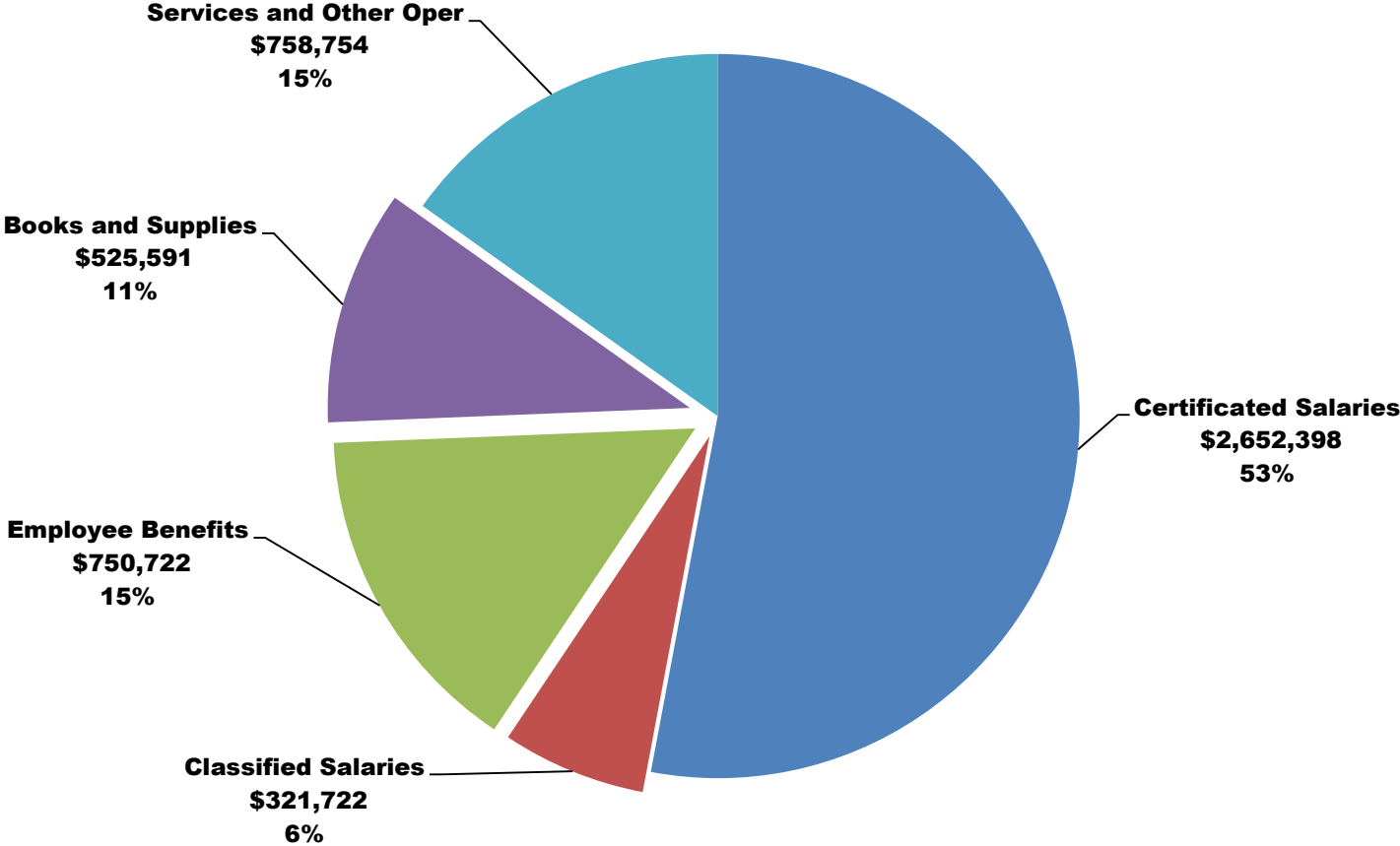


**Peak Prep Pleasant Valley  
2023-24 Revenues  
\$4,329,161  
\$ 16,893 per ADA (256.27)**



	A	B	C	H	K	L	M	N	O
1	Peak Prep Pleasant Valley								
2	Based on Governor's 2023-24 Budget Proposal								
3				2022/23	2023/24	2023/24 vs 2022/23			
4				Estimated	Adopted	Budget Change			
5	<b>Object</b>	<b>Description</b>	<b>Comments</b>	<b>Actuals</b>	<b>Budget</b>			<b>2024/25</b>	<b>2025/26</b>
6								<b>Budget</b>	<b>Budget</b>
7		<b>LCFF Sources</b>							
8	8011	Local Control Funding Formula	Regular School Year	\$ 2,416,745	\$ 2,138,926	\$ (277,819)	-11.50%	\$ 2,304,902	2,932,372
9	8011	Local Control Funding Formula	Summer School	-	115,684	115,684	New	-	-
10	8012	Education Protection Act (Prop 30)		56,716	56,716	-	0.00%	56,716	56,716
13	8096	In Lieu Taxes		1,145,277	1,145,277	-	0.00%	1,145,277	1,145,277
15		<b>Total LCFF Sources</b>		<b>\$ 3,618,738</b>	<b>\$ 3,456,603</b>	<b>\$ (162,135)</b>	<b>-4.48%</b>	<b>\$ 3,506,895</b>	<b>\$ 4,134,365</b>
16		<b>Federal Sources</b>							
17	8181	Special Ed	IDEA Part B (include PY)	\$ 48,071	\$ 41,683	\$ (6,388)	-13.29%	\$ 41,683	\$ 41,683
18	8290	Federal	ESSER II 3212	24,964	-	(24,964)	-100.00%	-	-
19	8290	Federal	ESSER III 3213	325,756	90,495	(235,261)	-72.22%	-	-
20	8290	Federal	ESSER III 3214	52,479	34,979	(17,500)	-33.35%	-	-
21	8290	Federal	ELO Grant 3216	-	32,458	32,458	New	-	-
22	8290	Federal	ELO Grant 3217	-	7,449	7,449	New	-	-
23	8290	Federal	ELO Grant 3218	-	21,159	21,159	New	-	-
24	8290	Federal	ELO Grant 3219	-	36,474	36,474	New	-	-
25	8290	Federal	Title I, Part A 3010	87,435	87,435	-	0.00%	87,435	87,435
26	8290	Federal	Title I, Part A, CSI 3182	-	178,351	178,351	New	-	-
27	8290	Federal	Title II, Part A 4035	11,193	11,193	-	0.00%	11,193	11,193
28	8290	Federal	Title IV, Part A 4127	10,000	10,000	-	0.00%	10,000	10,000
29									
30		<b>Total Federal Sources</b>		<b>\$ 559,898</b>	<b>\$ 551,676</b>	<b>\$ (8,222)</b>	<b>-1.47%</b>	<b>\$ 150,311</b>	<b>\$ 150,311</b>
31		<b>Other State Revenue</b>							
32	8550	Mandate Block Grant		\$ 10,851	\$ 9,307	\$ (1,544)	-14.23%	\$ 9,038	\$ 9,124
33	8560	Unrestricted Lottery	256.27 ADA x 1.04446 @ \$170	50,352	50,071	(281)	-0.56%	50,906	51,740
34	8560	Unrestricted Lottery	Prior Year Adjustment	21,502	-	(21,502)	-100.00%	-	-
35	8560	Restricted Lottery	256.27 ADA x 1.04446 @ \$67	19,845	19,734	(111)	-0.56%	20,063	20,392
36	8560	Restricted Lottery	Prior Year Adjustment	10,339	-	(10,339)	-100.00%	-	-
40	8590	Other State Revenue	Arts, Music & Instructional Materials Discretionary 6762	108,391	-	(108,391)	-100.00%	-	-
45	8590	Other State Revenue	Learning Recovery Emergency 7435	492,227	-	(492,227)	-100.00%	-	-
46	8590	Other State Revenue	Ethnic Studies 7810	3,886	-	(3,886)	-100.00%	-	-
47	8590	Other State Revenue	Misc 0000	1,193	-	(1,193)	-100.00%	-	-
48		<b>Total Other State Revenue</b>		<b>\$ 718,586</b>	<b>\$ 79,112</b>	<b>\$ (639,474)</b>	<b>-88.99%</b>	<b>\$ 80,007</b>	<b>\$ 81,256</b>
49		<b>Other Local Revenue</b>							
50	8660	Interest		\$ 9,000	\$ 7,500	\$ (1,500)	-16.67%	\$ 7,500	\$ 7,500
51	8699	Other Local Revenue	Misc. 0000	6,893	-	(6,893)	-100.00%	-	-
52	8699	Other Local Revenue	VCSSFA Ergo Funds 9003	11,781	-	(11,781)	-100.00%	-	-
53	8792	Apportionment Transfer Sped	AB 602 (include PY)	297,224	234,270	(62,954)	-21.18%	234,270	234,270
55		<b>Total Other Local Revenue</b>		<b>\$ 324,898</b>	<b>\$ 241,770</b>	<b>\$ (83,128)</b>	<b>-25.59%</b>	<b>\$ 241,770</b>	<b>\$ 241,770</b>
56		<b>TOTAL REVENUES</b>		<b>\$ 5,222,120</b>	<b>\$ 4,329,161</b>	<b>\$ (892,959)</b>	<b>-17.10%</b>	<b>\$ 3,978,983</b>	<b>\$ 4,607,702</b>

**Peak Prep Pleasant Valley  
2023-24 Expenditures  
\$5,009,186  
\$19,547 per ADA (256.27)**



	A	B	C	H	K	L	M	N	O
1	Peak Prep Pleasant Valley								
2	Based on Governor's 2023-24 Budget Proposal								
3				2022/23	2023/24	2023/24 vs 2022/23 Budget			
4				Estimated	Adopted	Change			
5	<b>Object</b>	<b>Description</b>	<b>Comments</b>	<b>Actuals</b>	<b>Budget</b>			<b>2024/25</b>	<b>2025/26</b>
6		<b>Certificated Salaries</b>						<b>Budget</b>	<b>Budget</b>
7	1100	Teachers	18.25 FTE Teachers, 3.50 FTE SpEd Teachers, 2.00 FTE Homeschool Teachers, 1.50 FTE Intervention Teachers	\$ 1,770,034	\$ 1,847,793	\$ 77,759	4.39%	\$ 1,887,481	\$ 1,916,881
8	1130	Teachers - Stipends	Lead Teacher, McKinney-Vento, College/Career Readiness, Assessment & Diagnostics, CALPADS, 504 Coordinator, SEL, SpEd, CTE Coordinator, ELD/EDD, Dual Enrollment, Clubs, Summer Enrollment	110,750	90,500	(20,250)	-18.28%	90,500	90,500
9	1140	Certificated Extra Duty	Summer School Teachers	4,000	32,000	28,000	700.00%	-	-
10	1200	Certificated Pupil Support	2.0 FTE Counselor, 1.0 FTE Psychologist, 1.0 FTE Speech Pathologist, Summer Counselor Stipend	314,409	352,571	38,162	12.14%	350,616	363,654
11	1300	Administration	1.0 FTE Superintendent, 1.0 FTE Principal	309,395	287,534	(21,861)	-7.07%	291,665	295,824
12	1330	Administrative Stipend	Special Education, Accreditation, ELPAC/CAASPP, Summer School Admin	32,000	34,500	2,500	7.81%	24,500	24,500
13	1900	Other Certificated	Orientation Specialist Hours	3,645	7,500	3,855	105.76%	7,500	7,500
14									
15		<b>Total Certificated Salaries</b>		<b>\$ 2,544,233</b>	<b>\$ 2,652,398</b>	<b>\$ 108,165</b>	<b>4.25%</b>	<b>\$ 2,652,262</b>	<b>\$ 2,698,859</b>
16		<b>Classified Salaries</b>							
17	2100	Instructional Aides	0.80 FTE Learning Center Instructional Aide	\$ 27,150	\$ 26,407	\$ (743)	-2.74%	\$ 27,694	\$ 29,095
18	2300	Classified Administration	1.0 FTE Fiscal Operations Manager, Summer Admin	20,178	106,360	86,182	427.11%	105,165	105,165
19	2400	Clerical and Office	1.0 FTE Admin Assistant, 1.0 FTE Attendance/Enrollment Specialist, 1.0 FTE Accounts Payable Specialist	172,872	188,955	16,083	9.30%	192,192	192,192
20									
21		<b>Total Classified Salaries</b>		<b>\$ 220,200</b>	<b>\$ 321,722</b>	<b>\$ 101,522</b>	<b>46.10%</b>	<b>\$ 325,051</b>	<b>\$ 326,452</b>
22		<b>Benefits</b>							
25	3301	OASDI/Medicare	6.2% OASDI, 1.45% Medicare	\$ 188,247	\$ 199,211	\$ 10,964	5.82%	\$ 202,898	\$ 206,463
26	3302	OASDI/Medicare	6.2% OASDI, 1.45% Medicare	16,693	24,460	7,767	46.53%	24,866	24,974
27	3401	Health and Welfare	\$10,511 Single, \$16,128 2-Party, \$20,475 Family for full-time employees	266,069	413,485	147,416	55.41%	432,337	451,988
28	3402	Health and Welfare	\$10,511 Single, \$16,128 2-Party, \$20,475 Family for full-time employees	30,799	55,585	24,786	80.48%	58,656	61,322
29	3500	State Unemployment Insurance	0.05%	13,598	1,467	(12,131)	-89.21%	14,887	15,127
30	3600	Workers' Compensation	1.6500%	42,019	51,812	9,793	23.31%	51,865	52,701
31	3900	Miscellaneous Benefits	Life/AD&D, Disability Insurance	5,204	4,702	(502)	-9.65%	5,096	5,096
32		<b>Total Benefits</b>		<b>\$ 562,629</b>	<b>\$ 750,722</b>	<b>\$ 188,093</b>	<b>33.43%</b>	<b>\$ 790,604</b>	<b>\$ 817,670</b>
33		<b>Books and Supplies</b>							



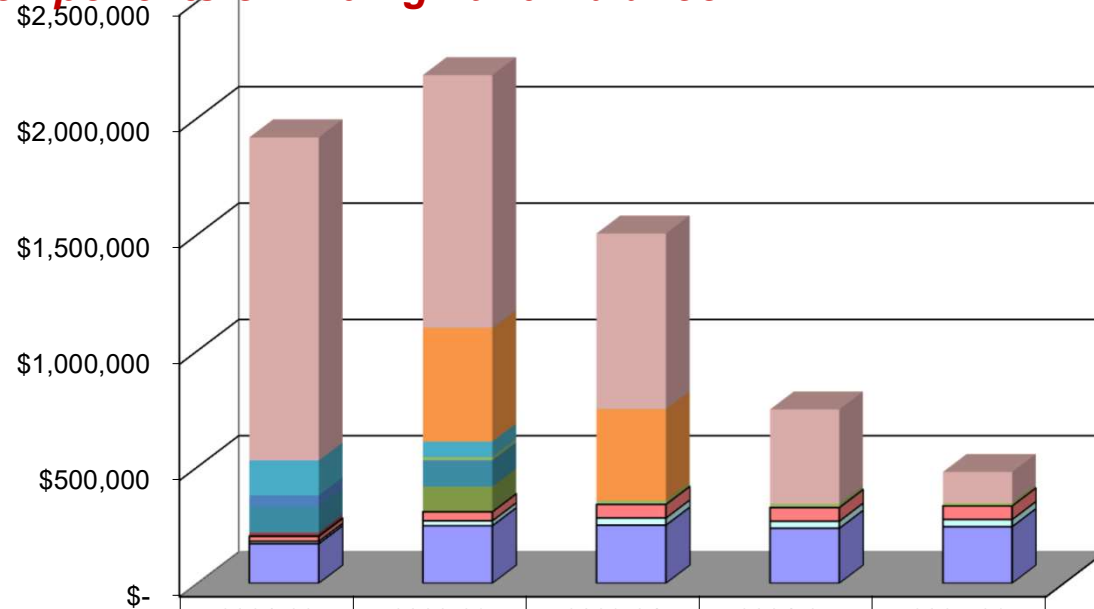
	A	B	C	H	K	L	M	N	O
1	Peak Prep Pleasant Valley								
2	Based on Governor's 2023-24 Budget Proposal								
3				2022/23	2023/24	2023/24 vs 2022/23 Budget			
4				Estimated	Adopted	Change			
5	<b>Object</b>	<b>Description</b>	<b>Comments</b>	<b>Actuals</b>	<b>Budget</b>			<b>2024/25</b>	<b>2025/26</b>
								<b>Budget</b>	<b>Budget</b>
34	4100	Textbooks Curriculum	Accelerate, Edgenuity R0000/0709/6300	\$ 290,586	\$ 237,947	\$ (52,639)	-18.11%	\$ 245,085	252,438
35	4100	Textbooks Curriculum	Learning Center Curriculum (ELOG)	-	10,000	10,000	New	-	-
37	4300	Materials and Supplies	Office Supplies F2700	2,575	2,652	77	3.00%	2,732	2,814
38	4300	Materials and Supplies	Instructional Supplies R0000/0709/4127, F1000	64,890	66,837	1,947	3.00%	68,842	70,907
41	4300	Materials and Supplies	Special Ed R3310/6500	1,750	1,750	-	0.00%	1,750	1,750
43	4300	Materials and Supplies	Special Ed R6537	571	-	(571)	-100.00%	-	-
46	4400	Non-capitalized Equipment	Laptops for New Clerical Staff F2700	3,483	-	(3,483)	-100.00%	-	-
47	4400	Non-capitalized Equipment	Laptops for Students and Staff R0709	168,599	100,000	(68,599)	-40.69%	-	-
48	4400	Non-capitalized Equipment	Laptops for Students and Staff R3212	24,964	-	(24,964)	-100.00%	-	-
49	4400	Non-capitalized Equipment	Laptops for Staff R3213	120,893	50,000	(70,893)	-58.64%	-	-
50	4400	Non-capitalized Equipment	Laptops and Furniture for Learning Center R3216	-	32,458	32,458	New	-	-
51	4400	Non-capitalized Equipment	Laptops and Furniture for Learning Center R3217	-	7,449	7,449	New	-	-
52	4400	Non-capitalized Equipment	Laptops and Furniture for Learning Center R3218	-	8,024	8,024	New	-	-
53	4400	Non-capitalized Equipment	Laptops and Furniture for Learning Center R3219	-	8,474	8,474	New	-	-
54	4400	Non-capitalized Equipment	Laptop for Speech Pathologist R6500	1,025	-	(1,025)	-100.00%	-	-
55		<b>Total Books and Supplies</b>		<b>\$ 679,336</b>	<b>\$ 525,591</b>	<b>\$ (153,745)</b>	<b>-22.63%</b>	<b>\$ 318,409</b>	<b>\$ 327,908</b>
56		<b>Other Services and Operating</b>							
59									
60	5200	Travel and Conference	Mileage F2700	\$ 5,202	\$ 5,358	\$ 156	3.00%	\$ 5,519	\$ 5,684
61	5220	Travel and Conference	Staff Development F1000 (includes R4035)	30,000	30,900	900	3.00%	31,827	32,782
62	5220	Travel and Conference	Staff Development F2700 (includes R4035)	8,500	8,755	255	3.00%	9,018	9,288
63	5220	Travel and Conference	Staff Development R6266 (Educator Effectiveness)	32,512	-	(32,512)	-100.00%	-	-
64	5220	Travel and Conference	Staff Development R6500/F1120	6,872	7,078	206	3.00%	7,291	7,509
65		<b>Total Travel and Conference</b>		<b>\$ 83,086</b>	<b>\$ 52,091</b>	<b>\$ (30,995)</b>	<b>-37.30%</b>	<b>\$ 53,654</b>	<b>\$ 55,264</b>
66	5300	Dues and Memberships	WASC, NHS	\$ 2,365	\$ 2,436	\$ 71	3.00%	\$ 2,509	\$ 2,584
67		<b>Total Dues and Memberships</b>		<b>\$ 2,365</b>	<b>\$ 2,436</b>	<b>\$ 71</b>	<b>3.00%</b>	<b>\$ 2,509</b>	<b>\$ 2,584</b>
68									
69	5450	Insurance	Liability Insurance	\$ 26,278	\$ 32,848	\$ 6,570	25.00%	\$ 33,833	\$ 34,848
70		<b>Total Insurance</b>		<b>\$ 26,278</b>	<b>\$ 32,848</b>	<b>\$ 6,570</b>	<b>25.00%</b>	<b>\$ 33,833</b>	<b>\$ 34,848</b>
77	5600	Facilities	Facility Rent (Office) F8700	\$ 3,297	\$ 3,396	\$ 99	3.00%	\$ 3,498	\$ 3,603
78	5600	Facilities	Facility Rent (Learning Center) F8700	-	28,000	28,000	New	28,840	29,705
79	5600	Facilities	PVSD Room Rental for SpEd Student Testing R7425	720	-	(720)	-100.00%	-	-
80		<b>Total Leases, Rentals and Repairs</b>		<b>\$ 4,017</b>	<b>\$ 31,396</b>	<b>\$ 27,379</b>	<b>681.58%</b>	<b>\$ 32,338</b>	<b>\$ 33,308</b>
	5800	Professional Services	Other Administrative Services, Graduation, Student Info. Systems, Enrollment, Parsec, Transcripts R0000, F2700	\$ 70,000	\$ 72,100	\$ 2,100	3.00%	\$ 74,263	\$ 76,491
81									
82	5800	Professional Services	General Administration, Marketing R0000, F7200	50,000	51,500	1,500	3.00%	53,045	54,636

	A	B	C	H	K	L	M	N	O
1	Peak Prep Pleasant Valley								
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4				Estimated	Adopted	Change			
5	<b>Object</b>	<b>Description</b>	<b>Comments</b>	<b>Actuals</b>	<b>Budget</b>			<b>2024/25</b>	<b>2025/26</b>
								<b>Budget</b>	<b>Budget</b>
83	5800	Professional Services	Oversight Fee 1% R0000, F7600	36,187	34,566	(1,621)	-4.48%	35,069	41,344
	5800	Professional Services	ELlevation, ParentSquare, Gravity Assist, Google Suite, Doc Hub, Zoom, GoToMeeting, STS Shipping Costs R0000, F1000	63,000	50,000	(13,000)	-20.63%	51,500	53,045
84									
85	5800	Professional Services	Student Testing Services R0000, F3160	15,000	15,450	450	3.00%	15,914	16,391
	5800	Professional Services	Solace Mental, Google Chrome Management Console, ASU Dual Enrollment R0709	44,807	-	(44,807)	-100.00%	-	-
86									
88	5800	Professional Services	ESSER III R3213 (Gravity Assist)	43,710	-	(43,710)	-100.00%	-	-
89	5800	Professional Services	ESSER III R3214 (Liminex Student Licenses)	10,090	-	(10,090)	-100.00%	-	-
90	5800	Professional Services	Special Ed R3310/R6500 - SpEd NPA Consultant	70,000	55,000	(15,000)	-21.43%	55,000	55,000
91	5800	Professional Services	Educator Effectiveness R6266	2,500	-	(2,500)	-100.00%	-	-
92	5800	Professional Services	SpEd Learning Recovery R6537	2,715	-	(2,715)	-100.00%	-	-
	5800	Professional Services	Learning Recovery Emergency R7435 (Literary Resources)	2,267	-	(2,267)	-100.00%	-	-
93									
94	5800	Professional Services	Potential Savings	-	-	-	0.00%	(96,647)	(99,526)
95	5801	Professional Services	Audit Cost R0000,F7190	15,000	12,390	(2,610)	-17.40%	12,762	13,145
96	5803	Professional Services	BSA Fees R0000, F2700/F7200	350,625	291,712	(58,913)	-16.80%	268,075	310,514
97	5804	Professional Services	Fingerprinting	1,103	1,000	(103)	-9.34%	1,000	1,000
98	5899	Professional Services	Legal F7100	30,000	30,000	-	0.00%	30,000	30,000
99		<b>Total Professional Services</b>		<b>\$ 807,004</b>	<b>\$ 613,718</b>	<b>\$ (193,286)</b>	<b>-23.95%</b>	<b>\$ 499,980</b>	<b>\$ 552,039</b>
100	5901	Communication	Phone	\$ 9,000	\$ 9,270	\$ 270	3.00%	\$ 9,548	\$ 9,835
101	5902	Communication	Internet	12,000	12,360	360	3.00%	12,731	13,113
102	5903	Communication	Postage	4,500	4,635	135	3.00%	4,774	4,917
103		<b>Total Communication</b>		<b>\$ 25,500</b>	<b>\$ 26,265</b>	<b>\$ 765</b>	<b>3.00%</b>	<b>\$ 27,053</b>	<b>\$ 27,865</b>
104		<b>Total Other Services and Operating</b>		<b>\$ 948,250</b>	<b>\$ 758,754</b>	<b>\$ (189,496)</b>	<b>-19.98%</b>	<b>\$ 649,367</b>	<b>\$ 705,907</b>
112		<b>TOTAL EXPENDITURES</b>		<b>\$ 4,954,648</b>	<b>\$ 5,009,186</b>	<b>\$ 54,538</b>	<b>1.10%</b>	<b>\$ 4,735,692</b>	<b>\$ 4,876,797</b>

	A	B	C	H	K	L	M	N	O	R
1	Peak Prep Pleasant Valley									
2	Based on Governor's 2023-24 Budget Proposal									
3					2023/24 vs 2022/23 Budget Change					
4										
5	<b>Object</b>	<b>Description</b>	<b>2022/23 Estimated Actuals</b>	<b>2023/24 Adopted Budget</b>			<b>2024/25 Budget</b>	<b>2025/26 Budget</b>		
6		<b>REVENUES:</b>	Enrollment 300	Enrollment 310			Enrollment 315	Enrollment 320	Enrollment/ADA - 2022-23: 300/283.58, 2023-24: 310/256.27, 2024-25: 315/251.69, 2025-26: 320/300.80, 2026-27: 325/305.50, 2027-28: 330/310.20	
7	8010-8099	LCFF Sources	\$ 3,618,738	\$ 3,456,603	\$ (162,135)	-4.48%	\$ 3,506,895	\$ 4,134,365	Local Control Funding Formula 22/23: COLA 13.26% ADJ 0%, 23/24: COLA 6.50% ADJ 0%, 24/25: COLA 3.94% ADJ 0%, 25/26: COLA 2.00% ADJ 0%, 26/27: COLA 2.00% ADJ 0%, 27/28: COLA 2.00% ADJ 0%	
8	8100-8299	Federal Revenue	559,898	551,676	(8,222)	-1.47%	150,311	150,311		
9	8300-8599	Other State	718,586	79,112	(639,474)	-88.99%	80,007	81,256		
10	8600-8799	Other Local	324,898	241,770	(83,128)	-25.59%	241,770	241,770		
11		<b>TOTAL REVENUES</b>	<b>\$ 5,222,120</b>	<b>\$ 4,329,161</b>	<b>\$ (892,959)</b>	<b>-17.10%</b>	<b>\$ 3,978,983</b>	<b>\$ 4,607,702</b>		
12		<b>EXPENDITURES</b>								
13	1000-1999	Certificated Salaries	\$ 2,544,233	\$ 2,652,398	\$ 108,165	4.25%	\$ 2,652,262	\$ 2,698,859	Teacher FTE - 2022-23: 22.50, 2023-24: 25.25, 2024- 25: 25.25, 2025-26: 25.25, 2026-27: 25.25, 2027-28: 25.25	
14	2000-2999	Classified Salaries	220,200	321,722	101,522	46.10%	325,051	326,452	Clerical FTE - 2022-23: 3.0, 2023-24: 3.0, 2024-25: 3.0, 2025-26: 3.0, 2026-27: 3.0, 2027-28: 3.0	
15	3000-3999	Employee Benefits	562,629	750,722	188,093	33.43%	790,604	817,670		
16	4000-4999	Books and Supplies	679,336	525,591	(153,745)	-22.63%	318,409	327,908		
17	5000-5999	Services and Other Operating	948,250	758,754	(189,496)	-19.98%	649,367	705,907		
20		<b>TOTAL EXPENDITURES</b>	<b>\$ 4,954,648</b>	<b>\$ 5,009,186</b>	<b>\$ 54,538</b>	<b>1.10%</b>	<b>\$ 4,735,692</b>	<b>\$ 4,876,797</b>		
21		<b>NET INCREASE/(DECREASE)</b>	<b>\$ 267,472</b>	<b>\$ (680,025)</b>	<b>\$ (947,497)</b>	<b>-354.24%</b>	<b>\$ (756,709)</b>	<b>\$ (269,095)</b>		
22	9791	Beginning Balance	\$ 1,917,336	\$ 2,184,808	\$ 267,472	13.95%	\$ 1,504,783	\$ 748,074		
24		<b>ENDING FUND BALANCE</b>	<b>\$ 2,184,808</b>	<b>\$ 1,504,783</b>	<b>\$ (680,025)</b>	<b>-31.13%</b>	<b>\$ 748,074</b>	<b>\$ 478,979</b>		
25		<b>COMPONENTS OF ENDING FUND BALANCE</b>								
26	9797	R6266 Educator Effectivness	\$ 4,251	\$ 4,251	\$ -	0.00%	\$ 4,251	\$ -		
27	9797	R6300 Lottery Restricted	38,768	58,502	19,734	50.90%	58,502	58,502		
30	9797	R6762 Arts, Music & IM Discretionary	108,391	-	(108,391)	-100.00%	-	-		
32	9797	R7413 A-G Learning Loss	68,146	-	(68,146)	-100.00%	-	-		
33	9797	R7425 Expanded Learning Opportunity	88,556	-	(88,556)	-100.00%	-	-		
34	9797	R7426 Expanded Learning Opportunity (Para)	21,144	-	(21,144)	-100.00%	-	-		
35	9797	R7435 Learning Recovery Emergency	489,960	395,748	(94,212)	-19.23%	-	-		
36	9797	R7810 Ethnic Studies	3,886	3,886	-	0.00%	-	-		
37	9797	R9003 VCSSFA Ergo Funds	11,781	11,781	-	0.00%	11,781	11,781		
38	9796	Economic Uncert. (Greater of 5% or \$65K) 0000	247,732	250,459	2,727	1.10%	236,785	243,840		
39		<i>Economic Uncert. %</i>	5.00%	5.00%	0.00%	0.00%	5.00%	5.00%		
40	9790	R0060 Mandated Block Grant	21,268	30,575	9,307	43.76%	30,575	30,575		
42	9790	Undesignated 0000	1,080,925	749,581	(331,344)	-30.65%	406,180	134,281		
43		<b>ENDING FUND BALANCE</b>	<b>\$ 2,184,808</b>	<b>\$ 1,504,783</b>	<b>\$ (680,025)</b>	<b>-31.13%</b>	<b>\$ 748,074</b>	<b>\$ 478,979</b>		



## Components of Ending Fund Balance

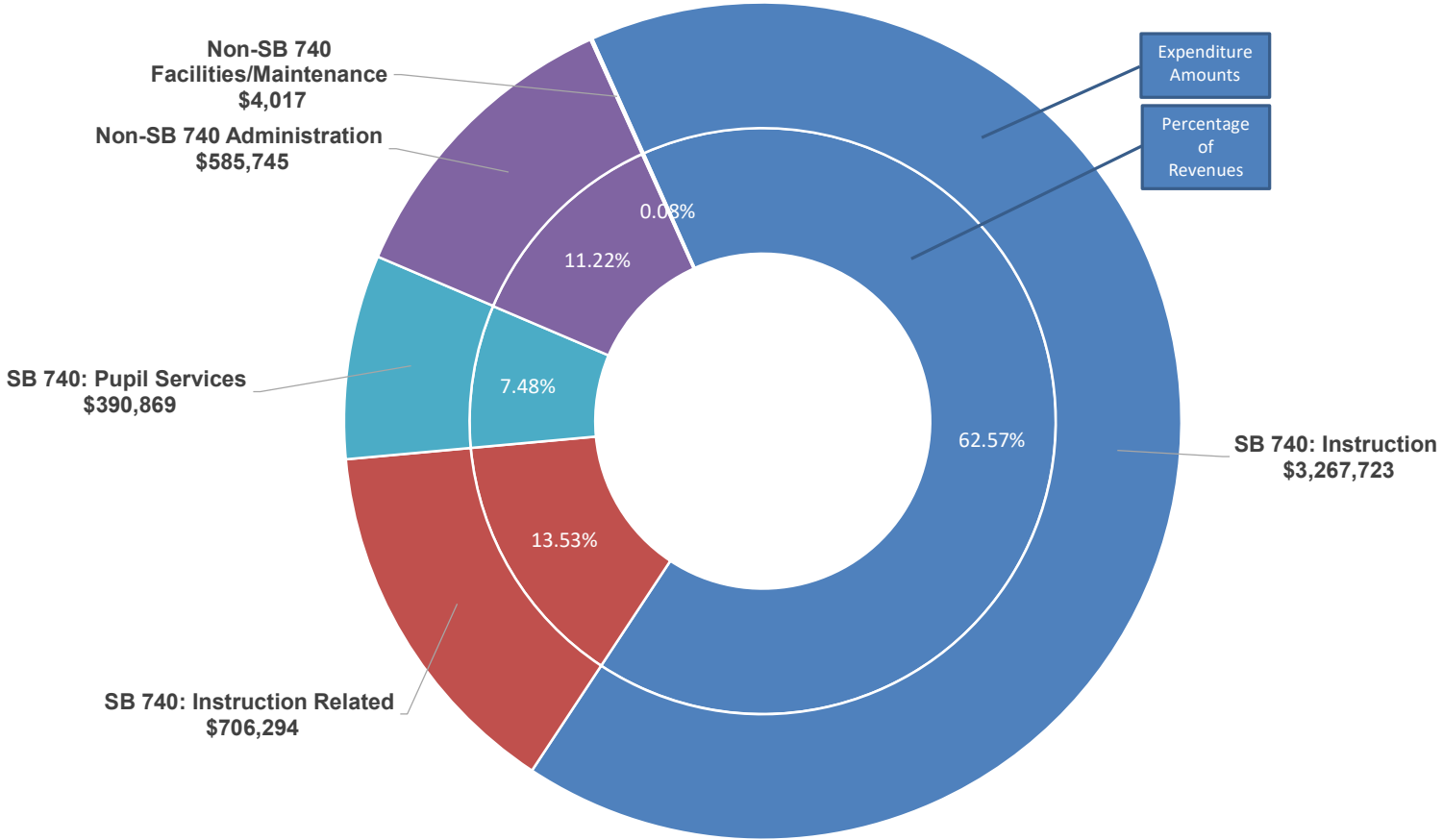


	2021-22	2022-23	2023-24	2024-25	2025-26
■ Undesignated	\$1,389,088	\$1,080,925	\$749,581	\$406,180	\$134,281
■ Ethnic Studies	\$-	\$3,886	\$3,886	\$-	
■ Learning Recovery Emergency	\$-	\$489,960	\$395,748	\$-	
■ A-G Grant	\$150,000	\$68,146	\$-	\$-	
■ VCSSFA Ergo Funds	\$-	\$11,781	\$11,781	\$11,781	\$11,781
■ Educator Effectiveness	\$50,231	\$4,251	\$4,251	\$4,251	
■ ELO Grant	\$110,420	\$109,700	\$-	\$-	\$-
■ Arts, Music & IM	\$-	\$108,391	\$-	\$-	
■ State Special Ed: LRS	\$14,253	\$-	\$-	\$-	\$-
■ State Special Ed: ADR	\$1,557	\$-	\$-	\$-	\$-
■ Restricted Lottery	\$20,972	\$38,768	\$58,502	\$58,502	\$58,502
■ Mandate Block Grant	\$10,417	\$21,268	\$30,575	\$30,575	\$30,575
■ Economic Uncertainties	\$170,398	\$247,732	\$250,459	\$236,785	\$243,840

	A	B	C	D	E	F	G	H	I	J
1	<b>Peak Prep Pleasant Valley</b>									
2	<b>ACTUAL EXPENDITURES TO DATE</b>									
3			<b>2022-23</b>	<b>Actual</b>	<b>Actual</b>	<b>Total</b>	<b>%</b>	<b>%</b>	<b>Balance Remaining</b>	
4			<b>Estimated</b>	<b>Encumbrances</b>	<b>Expenditures</b>	<b>Enc/Exp</b>	<b>Enc.</b>	<b>Exp.</b>	<b>Amount</b>	<b>%</b>
5	<b>Object</b>	<b>Description</b>	<b>Actuals</b>	<b>as of 05/31/2023</b>	<b>as of 05/31/2023</b>	<b>as of 05/31/2023</b>	<b>To Date</b>	<b>To Date</b>	<b>Amount</b>	<b>%</b>
6										
7	1000	Certificated Salaries	\$ 2,544,233	\$ 251,526	\$ 2,270,307	\$ 2,521,833	9.89%	89.23%	\$ 22,400	0.88%
8	2000	Classified Salaries	220,200	35,337	184,519	219,856	16.05%	83.80%	344	0.16%
9	3000	Employee Benefits	562,629	60,517	499,888	560,405	10.76%	88.85%	2,224	0.40%
10	4100	Textbooks	290,586	15,759	228,169	243,928	5.42%	78.52%	46,658	16.06%
12	4300	Materials and Supplies	69,786	209	35,450	35,659	0.30%	50.80%	34,127	48.90%
13	4400	Non-capitalized Equipment	318,964	-	318,963	318,963	0.00%	100.00%	1	0.00%
15	5200	Travel and Conference	83,086	-	83,968	83,968	0.00%	101.06%	(882)	-1.06%
16	5300	Memberships and Dues	2,365	-	2,944	2,944	0.00%	124.48%	(579)	-24.48%
17	5400	Insurance	26,278	-	26,278	26,278	0.00%	100.00%	-	0.00%
19	5600	Rentals, Leases, and Repairs	4,017	-	4,017	4,017	0.00%	100.00%	-	0.00%
20	5800	Professional Services	807,004	100,334	678,213	778,547	12.43%	84.04%	28,457	3.53%
21	5900	Communication	25,500	-	24,889	24,889	0.00%	97.60%	611	2.40%
24		<b>TOTAL EXPENDITURES</b>	<b>\$ 4,954,648</b>	<b>\$ 463,682</b>	<b>\$ 4,357,605</b>	<b>\$ 4,821,287</b>	<b>9.36%</b>	<b>87.95%</b>	<b>\$ 133,361</b>	<b>2.69%</b>

	A	B	C	D	E	F	G
1	<b>Peak Prep Pleasant Valley 2022-23</b>						
2	<b>SB 740 Eligible Expenditures</b>						
3							
4		<b>2022/23 Estimated Actuals Budget</b>	<b>Encumbrances as of 05/31/2023</b>	<b>Actual Expenses as of 05/31/2023</b>	<b>2022/23 Actual Enc. And Exp.</b>	<b>Remaining Balance</b>	<b>% Remaining</b>
5							
6	<b>TOTAL REVENUES</b>	\$ 5,222,120			\$ 5,222,120	N/A	N/A
7	Revenue Adjustments	\$ -			\$ -	N/A	N/A
8	<b>REVENUES USED FOR 80% CALCULATION</b>	\$ 5,222,120			\$ 5,222,120	N/A	N/A
9	Less Local (Interest, Fund Raising, Startup)	\$ (27,674)			\$ (27,674)	N/A	N/A
10	<b>Net Revenues (Used for 40% Requirement)</b>	\$ 5,194,446			\$ 5,194,446	N/A	N/A
11	<b>SB 740 ELIGIBLE EXPENDITURES (Functions 1000-4999)</b>						
12	Certificated Salaries	\$ 2,477,833	\$ 247,326	\$ 2,208,107	\$ 2,455,433	\$ 22,400	0.90%
13	Certificated Employee Benefits	499,215	49,687	447,341	497,028	2,187	0.44%
14	Special Education Contracts	72,715	48,193	58,543	106,736	(34,021)	-46.79%
15	<b>Total SB 740 Cert. Sal\Ben and Spec Ed Contracts</b>	\$ 3,049,763	\$ 345,206	\$ 2,713,991	\$ 3,059,197	\$ (9,434)	-0.31%
16	<b>Total SB 740 Cert. Sal\Ben and Spec Ed as % of Net Revenue (Excludes Interest, Fund Raising, Startup)</b>	<b>58.71%</b>	<b>Budget Meets 40% Minimum Requirement</b>		<b>58.89%</b>	<b>Actuals Meet 40% Minimum Requirement</b>	
17	Classified Salaries	\$ 220,200	\$ 35,337	\$ 184,519	\$ 219,856	\$ 344	0.16%
18	Employee Benefits	52,159	9,848	42,273	52,121	38	0.07%
19	Books and Supplies	679,336	15,968	582,582	598,550	80,786	11.89%
21	Services, Other Operating	363,428	20,356	348,846	369,202	(5,774)	-1.59%
24	<b>Total Other SB 740 Expenditures</b>	\$ 1,315,123	\$ 81,509	\$ 1,158,220	\$ 1,239,729	\$ 75,394	5.73%
25	<b>Total SB 740 EXPENDITURES (Functions 1000-4000)</b>	\$ 4,364,886	\$ 426,715.00	\$ 3,872,211.00	\$ 4,298,926.00	\$ 65,960.00	1.51%
26	<b>Total SB 740 Expenditures as % of Total Revenue</b>	<b>83.58%</b>	<b>Budget Meets 80% Minimum</b>		<b>82.32%</b>	<b>Actuals Meets 80% Minimum</b>	
27	<b>Percentage Over/(Under)</b>	<b>3.58%</b>			<b>2.32%</b>		
28	<b>Amount Over/(Under)</b>	<b>\$ 187,190</b>			<b>\$ 121,230.00</b>		
29	<b>NON SB 740 EXPENDITURES (Functions 5000-9999)</b>						
30	Certificated Salaries	\$ 66,400	\$ 4,200	\$ 62,200	\$ 66,400	\$ -	0.00%
32	Employee Benefits	11,255	982	10,273	11,255	-	0.00%
34	Services, Other Operating	512,107	31,785	412,920	444,705	67,402	13.16%
37	<b>Total NON SB 740 EXPENDITURES (Functions 5000-9999)</b>	\$ 589,762	\$ 36,967	\$ 485,393	\$ 522,360	\$ 67,402	11.43%
38	<b>Total NON SB 740 Expenditures as % of Total Revenue</b>	<b>11.29%</b>			<b>10.00%</b>		
39	<b>TOTAL EXPENDITURES/ENCUMBRANCES</b>	\$ 4,954,648	\$ 463,682	\$ 4,357,604	\$ 4,821,286	\$ 133,362	2.69%
40	<b>NET INCREASE/(DECREASE) IN FUND BALANCE</b>	<b>\$ 267,472</b>			<b>\$ 400,834</b>		
41	<b>Beginning Balance</b>	<b>\$ 1,917,336</b>			<b>\$ 1,917,336</b>		
42	<b>ENDING BALANCE</b>	<b>\$ 2,184,808</b>			<b>\$ 2,318,170</b>		

**Peak Prep Pleasant Valley**  
**2022-23 Funding Determination SB 740**  
**Expenditures by Function**



	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL	
<b>ACTUALS THRU MONTH OF</b>																
<b>APR</b>																
<b>A. BEGINNING CASH</b>		\$ 1,782,834.13	\$ 1,517,579.33	\$ 386,932.11	\$ 507,207.25	\$ 684,930.48	\$ 897,195.18	\$ 1,037,831.03	\$ 1,202,725.62	\$ 1,322,474.65	\$ 1,463,017.24	\$ 1,777,841.66	\$ 1,631,630.63		\$ 1,782,834.13	
<b>B. RECEIPTS</b>																
<b>LCFF</b>																
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
LCFF State Aid	8011	135,040.00	135,040.00	243,072.00	243,072.00	243,072.00	243,072.00	243,072.00	169,880.00	169,880.00	169,880.00	49,784.95	48,334.90	323,545.15	2,416,745.00	
Education Protection Account (EPA)	8012	-	-	16,273.00	-	-	16,273.00	-	-	8,714.00	-	-	-	15,456.00	56,716.00	
LCFF State Aid Prior Year	8019	-	-	-	-	-	-	-	-	(356,093.00)	(376.00)	-	-	356,469.00	-	
In-Lieu to Charter	8096	(35,943.00)	-	225,981.00	100,436.00	100,436.00	100,436.00	100,436.00	100,436.00	553,800.00	69,519.00	80,169.39	171,791.55	(422,220.94)	1,145,277.00	
IDEA Part B 3310	8181	-	-	-	6,387.30	-	-	-	-	-	-	-	-	41,683.70	48,071.00	
Title I, Part A 3010	8290	45,429.00	-	-	-	-	12,959.00	58,207.00	(45,429.00)	-	-	-	-	16,269.00	87,435.00	
ESSER II Fund 3212	8290	4,828.96	15,836.00	-	(15,836.00)	-	-	-	(4,828.96)	-	4,299.00	6,241.00	-	14,424.00	24,964.00	
ESSER II Fund 3212 PRY	8290	-	-	-	15,836.00	-	-	-	4,828.96	-	-	-	-	(20,664.96)	-	
ESSER III Fund 3213	8290	53,963.99	-	886.00	28,254.00	-	-	-	(82,217.99)	162,183.00	(162,183.00)	-	-	324,870.00	325,756.00	
ESSER III Fund 3213 PRY	8290	-	-	-	(14,127.00)	-	-	-	83,862.99	-	162,183.00	-	-	(231,918.99)	-	
ESSER III Fund 3214	8290	-	-	-	-	-	-	-	-	-	-	13,119.75	-	39,359.25	52,479.00	
ELOG ESSER II 3216	8290	-	-	8,115.00	(8,115.00)	-	-	-	-	-	-	-	-	-	-	
ELOG GEER II 3217 PRY	8290	-	-	1,862.00	8,115.00	-	-	-	-	-	-	-	-	(9,977.00)	-	
ELOG ESSER II 3218	8290	-	-	5,290.00	-	-	-	-	(5,290.00)	-	-	-	-	-	-	
ELOG ESSER II 3218 PRY	8290	-	-	-	-	-	-	-	5,290.00	-	-	-	-	(5,290.00)	-	
ELOG ESSER II 3219	8290	-	-	9,119.00	(9,119.00)	-	-	-	-	-	-	-	-	-	-	
ELOG ESSER II 3219 PRY	8290	-	-	-	9,119.00	-	-	-	-	-	-	-	-	(9,119.00)	-	
Title II, Part A 4035	8290	11,456.00	-	-	-	-	-	2,801.00	(4,511.00)	-	1,447.00	-	-	-	11,193.00	
ESSA Title IV 4127	8290	7,500.00	-	-	-	-	-	5,000.00	(7,500.00)	-	-	-	-	5,000.00	10,000.00	
Mandated Block Grant	8550	-	-	-	-	10,851.00	-	-	-	-	-	-	-	-	10,851.00	
Lottery Unrestricted 1100	8560	-	-	6,372.68	-	(6,372.68)	-	67,940.59	(43,905.64)	21,434.76	-	-	-	4,882.29	50,352.00	
Lottery Unrestricted 1100 PRY	8560	-	-	-	-	(22,403.73)	-	-	43,905.64	-	-	-	-	0.09	21,502.00	
Lottery Restricted 6300	8560	-	-	6,927.53	-	(6,927.53)	-	20,335.59	(20,335.59)	9,730.17	-	-	-	10,114.83	19,845.00	
Lottery Restricted 6300 PRY	8560	-	-	-	-	(9,996.73)	-	-	20,335.59	-	-	-	-	0.14	10,339.00	
Universal Pre K 6053	8560	26,505.00	38.00	-	-	-	-	-	-	-	-	-	-	(26,543.00)	-	
Educator Effectiveness 6266	8590	-	-	14,012.00	(14,012.00)	-	-	-	-	-	-	-	-	-	-	
Arts, Music & IM Discretionary 6762	8590	-	-	-	-	-	108,391.00	-	-	-	-	-	-	-	108,391.00	
A-G Grant 7412	8590	-	-	18,750.00	-	-	-	-	-	-	(18,750.00)	-	-	-	-	
A-G Grant LL 7413	8590	-	-	18,750.00	-	-	-	-	-	-	(18,750.00)	-	-	-	-	
Learning Recovery Emergency 7435	8590	-	-	-	-	246,114.00	-	-	-	-	246,113.00	-	-	-	492,227.00	
Ethnic Studies 7810	8590	3,886.00	-	-	-	-	-	-	-	-	(3,886.00)	-	-	3,886.00	3,886.00	
Ethnic Studies 7810 P/Y	8590	-	-	-	-	-	-	-	-	-	3,886.00	-	-	(3,886.00)	-	
Other State Income	8590	-	-	-	-	-	312.00	-	-	-	-	-	-	881.00	1,193.00	
Interest	8660	-	-	-	1,798.51	-	1,798.51	-	2,649.08	-	2,649.08	-	-	104.82	9,000.00	
Other Local Income	8699	11,781.00	-	-	6,783.56	367.20	(367.20)	-	-	-	9.09	-	-	100.35	18,674.00	
AB602 6500	8792	-	-	31,965.00	21,174.00	21,174.00	21,174.00	21,174.00	21,174.00	26,920.00	29,136.00	26,750.16	5,944.48	70,638.36	297,224.00	
<b>TOTAL RECEIPTS</b>		<b>264,446.95</b>	<b>150,914.00</b>	<b>607,375.21</b>	<b>379,766.37</b>	<b>576,313.53</b>	<b>504,048.31</b>	<b>518,966.18</b>	<b>238,344.08</b>	<b>596,568.93</b>	<b>485,176.17</b>	<b>176,065.25</b>	<b>226,070.93</b>	<b>498,064.09</b>	<b>5,222,120.00</b>	
<b>C. DISBURSEMENTS</b>																
Certificated Salaries	1000-1999	183,533.04	216,072.14	200,883.53	197,877.59	202,302.57	238,822.14	230,969.57	201,428.47	199,565.96	200,626.00	208,881.53	127,211.65	136,058.81	2,544,233.00	
Classified Salaries	2000-2999	13,598.56	8,742.09	7,966.52	11,480.42	19,478.22	19,103.22	17,678.22	20,228.22	18,553.22	19,253.22	19,818.00	35,232.00	9,068.09	220,200.00	
Employee Benefits	3000-3999	19,062.60	21,722.40	45,135.13	48,008.69	50,774.99	55,258.32	56,774.47	50,577.66	50,245.78	50,426.15	49,342.56	39,384.03	25,916.22	562,629.00	
Supplies	4000-4999	226,675.94	6,137.47	217,187.85	11,539.97	87,108.18	1,285.83	4,456.55	373.87	6,106.91	1,024.60	13,586.72	101,900.40	1,951.71	679,336.00	
Services	5000-5999	88,675.04	38,179.96	65,225.53	22,776.60	56,606.31	29,808.85	56,246.73	30,664.67	246,083.98	32,016.39	29,300.93	189,650.00	63,015.02	948,250.00	
<b>TOTAL DISBURSEMENTS</b>		<b>531,545.18</b>	<b>290,854.06</b>	<b>536,398.56</b>	<b>291,683.27</b>	<b>416,270.27</b>	<b>344,278.36</b>	<b>366,125.54</b>	<b>303,272.89</b>	<b>520,555.85</b>	<b>303,346.36</b>	<b>320,929.74</b>	<b>493,378.08</b>	<b>236,009.84</b>	<b>4,954,648.00</b>	
<b>INCOME LESS EXPENDITURES</b>																
		<b>(267,098.23)</b>	<b>(139,940.06)</b>	<b>70,976.65</b>	<b>88,083.10</b>	<b>160,043.26</b>	<b>159,769.95</b>	<b>152,840.64</b>	<b>(64,928.81)</b>	<b>76,013.08</b>	<b>181,829.81</b>	<b>(144,864.49)</b>	<b>(267,307.15)</b>	<b>262,054.25</b>	<b>267,472.00</b>	
<b>D. PRIOR YEAR TRANSACTIONS</b>																
Accounts Receivable	92XX	981,295.28	450,775.00	15,676.00	55,695.00	45,700.67	-	-	175,748.00	(532,902.00)	133,563.00	-	621,666.41	-	1,947,217.36	
Prepaid Expenditures	9330	73,083.72	-	-	-	-	-	-	-	(9,990.00)	-	-	-	9,990.00	73,083.72	
Accounts Payable	9510-9650	(1,052,535.57)	(1,441,482.16)	33,622.49	33,945.13	6,520.77	(19,134.10)	12,053.95	8,929.84	1,447,431.51	9,421.61	(1,346.54)	(73,226.12)	-	(1,035,799.19)	
Accounts Payable (Accel Settlement)	9669	-	-	-	-	-	-	-	-	(850,000.00)	-	-	-	-	(850,000.00)	
<b>TOTAL PY TRANSACTIONS</b>		<b>1,843.43</b>	<b>(990,707.16)</b>	<b>49,298.49</b>	<b>89,640.13</b>	<b>52,221.44</b>	<b>(19,134.10)</b>	<b>12,053.95</b>	<b>184,677.84</b>	<b>64,529.51</b>	<b>132,994.61</b>	<b>(1,346.54)</b>	<b>548,440.29</b>	<b>9,990.00</b>	<b>134,501.89</b>	
<b>E. NET INCREASE/(DECREASE) (B-C+D)</b>																
		<b>(265,254.80)</b>	<b>(1,130,647.22)</b>	<b>120,275.14</b>	<b>177,723.23</b>	<b>212,264.70</b>	<b>140,635.85</b>	<b>164,894.59</b>	<b>119,749.03</b>	<b>140,542.59</b>	<b>314,824.42</b>	<b>(146,211.03)</b>	<b>281,133.14</b>	<b>272,044.25</b>	<b>401,973.89</b>	
<b>F. ENDING CASH (A+E)</b>																
		<b>1,517,579.33</b>	<b>386,932.11</b>	<b>507,207.25</b>	<b>684,930.48</b>	<b>897,195.18</b>	<b>1,037,831.03</b>	<b>1,202,725.62</b>	<b>1,322,474.65</b>	<b>1,463,017.24</b>	<b>1,777,841.66</b>	<b>1,631,630.63</b>	<b>1,912,763.77</b>			
<b>G. ENDING FUND BALANCE</b>																
															<b>2,184,808.02</b>	
<b>ACTUAL CASH BALANCE</b>																
		<b>\$ 1,517,579.33</b>	<b>\$ 386,932.11</b>	<b>\$ 507,207.25</b>	<b>\$ 684,930.48</b>	<b>\$ 897,195.18</b>	<b>\$ 1,037,831.03</b>	<b>\$ 1,202,725.62</b>	<b>\$ 1,322,474.65</b>	<b>\$ 1,463,017.24</b>	<b>\$ 1,777,841.66</b>					
<b>DIFFERENCE</b>																
		<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0.00)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,631,630.63</b>	<b>\$ 1,912,763.77</b>		



ACTUALS THRU MONTH OF	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
<b>A. BEGINNING CASH</b>		\$ 1,912,763.77	\$ 1,853,601.28	\$ 1,531,361.94	\$ 1,443,437.36	\$ 1,491,709.94	\$ 1,400,791.21	\$ 1,352,293.61	\$ 1,293,885.83	\$ 1,324,358.29	\$ 1,149,679.20	\$ 1,152,265.53	\$ 1,118,359.58		\$ 1,912,763.77
<b>B. RECEIPTS</b>															
LCFF															
Property Tax	8020-8079	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LCFF State Aid	8011	112,730.50	112,730.50	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	202,914.90	-	2,254,610.00
Education Protection Account (EPA)	8012	-	-	14,179.00	-	-	14,179.00	-	-	14,179.00	-	-	-	14,179.00	56,716.00
In-Lieu to Charter	8096	-	68,716.62	137,433.24	91,622.16	91,622.16	91,622.16	91,622.16	91,622.16	80,169.39	80,169.39	80,169.39	171,791.55	68,716.62	1,145,277.00
IDEA Part B 3310	8181	-	-	-	6,385.84	-	-	-	-	-	-	-	-	35,297.16	41,683.00
Title I, Part A 3010	8290	46,637.83	-	-	-	-	-	-	-	-	-	-	-	40,797.17	87,435.00
Title I, Part A CSI 3182	8290	-	-	-	-	-	-	-	-	-	-	-	-	178,351.00	178,351.00
ESSER III Fund 3213	8290	30,333.92	-	497.72	15,881.87	-	-	-	-	-	-	-	-	43,781.48	90,495.00
ESSER III Fund 3214	8290	-	-	-	-	-	-	-	-	17,489.50	-	8,744.75	-	8,744.75	34,979.00
ELOG ESSER II 3216	8290	-	-	-	-	-	-	-	-	-	-	-	-	32,458.00	32,458.00
ELOG GEER II 3217 PRY	8290	-	-	-	-	-	-	-	-	-	-	-	-	7,449.00	7,449.00
ELOG ESSER II 3218	8290	-	-	-	-	-	-	-	-	-	-	-	-	21,159.00	21,159.00
ELOG ESSER II 3219	8290	-	-	-	-	-	-	-	-	-	-	-	-	36,474.00	36,474.00
Title II, Part A 4035	8290	-	-	-	-	-	-	-	-	-	-	-	-	11,193.00	11,193.00
ESSA Title IV 4127	8290	7,500.00	-	-	-	-	-	-	-	-	-	-	-	2,500.00	10,000.00
Mandated Block Grant	8550	-	-	-	-	-	-	-	-	-	-	-	-	9,307.00	9,307.00
Lottery Unrestricted 1100	8560	-	-	11,666.54	-	-	-	12,517.75	-	-	12,517.75	-	-	13,368.96	50,071.00
Lottery Restricted 6300	8560	-	-	14,222.29	-	-	-	-	-	-	-	-	-	5,511.71	19,734.00
Interest	8660	-	-	-	2,697.75	-	1,598.25	1,598.25	-	1,455.00	-	-	-	150.75	7,500.00
AB602 6500	8792	11,713.50	11,713.50	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	21,084.30	-	234,270.00
<b>TOTAL RECEIPTS</b>		<b>208,915.75</b>	<b>193,160.62</b>	<b>401,998.00</b>	<b>340,586.82</b>	<b>315,621.36</b>	<b>331,398.61</b>	<b>329,737.36</b>	<b>315,621.36</b>	<b>337,292.09</b>	<b>316,686.34</b>	<b>312,913.34</b>	<b>395,790.75</b>	<b>529,438.60</b>	<b>4,329,161.00</b>
<b>C. DISBURSEMENTS</b>															
Certificated Salaries	1000-1999	191,237.90	225,188.59	209,539.44	206,356.56	210,865.64	249,060.17	240,837.74	210,069.92	207,948.00	209,274.20	217,761.88	132,619.90	141,638.05	2,652,398.00
Classified Salaries	2000-2999	19,882.42	12,772.36	11,646.34	16,761.72	28,472.40	27,925.47	25,834.28	29,566.25	27,121.16	28,118.50	28,954.98	51,475.52	13,190.60	321,722.00
Employee Benefits	3000-3999	25,449.48	28,977.87	60,207.90	64,036.59	67,715.12	73,720.90	75,747.85	67,489.91	67,039.47	67,264.69	65,838.32	52,550.54	34,683.36	750,722.00
Supplies	4000-4999	175,389.56	4,730.31	168,031.29	8,935.04	67,380.71	998.62	3,468.90	315.35	4,730.31	788.39	10,511.81	78,838.58	1,471.65	525,590.53
Services	5000-5999	70,943.46	30,577.77	52,202.25	18,210.09	45,297.59	23,824.86	44,994.09	24,507.74	196,896.55	25,645.87	23,445.49	151,750.72	50,457.11	758,753.58
<b>TOTAL DISBURSEMENTS</b>		<b>482,902.81</b>	<b>302,246.91</b>	<b>501,627.22</b>	<b>314,299.99</b>	<b>419,731.46</b>	<b>375,530.03</b>	<b>390,882.85</b>	<b>331,949.18</b>	<b>503,735.51</b>	<b>331,091.65</b>	<b>346,512.47</b>	<b>467,235.26</b>	<b>241,440.78</b>	<b>5,009,186.11</b>
<b>INCOME LESS EXPENDITURES</b>		<b>(273,987.06)</b>	<b>(109,086.29)</b>	<b>(99,629.22)</b>	<b>26,286.83</b>	<b>(104,110.10)</b>	<b>(44,131.42)</b>	<b>(61,145.49)</b>	<b>(16,327.82)</b>	<b>(166,443.42)</b>	<b>(14,405.31)</b>	<b>(33,599.13)</b>	<b>(71,444.51)</b>	<b>287,997.82</b>	<b>(680,025.11)</b>
<b>D. PRIOR YEAR TRANSACTIONS</b>															
Accounts Receivable	92XX	250,974.49	115,301.84	4,034.32	14,244.63	11,704.51	-	-	45,124.61	(17,581.66)	17,581.66	-	56,679.69	-	498,064.09
Prepaid Expenditures	9330	9,990.00	-	-	-	-	-	-	-	-	-	-	-	-	9,990.00
Accounts Payable	9510-9650	(46,139.92)	(328,454.89)	7,670.32	7,741.12	1,486.86	(4,366.18)	2,737.71	1,675.67	9,345.99	(590.02)	(306.81)	113,190.32	-	(236,009.84)
<b>TOTAL PY TRANSACTIONS</b>		<b>214,824.57</b>	<b>(213,153.06)</b>	<b>11,704.64</b>	<b>21,985.76</b>	<b>13,191.37</b>	<b>(4,366.18)</b>	<b>2,737.71</b>	<b>46,800.28</b>	<b>(8,235.67)</b>	<b>16,991.64</b>	<b>(306.81)</b>	<b>169,870.01</b>	<b>-</b>	<b>272,044.25</b>
<b>E. NET INCREASE/(DECREASE)</b>															
(B-C+D)		(59,162.49)	(322,239.34)	(87,924.58)	48,272.58	(90,918.73)	(48,497.60)	(58,407.78)	30,472.46	(174,679.09)	2,586.32	(33,905.94)	98,425.51	287,997.82	(407,980.86)
<b>F. ENDING CASH (A+E)</b>		<b>1,853,601.28</b>	<b>1,531,361.94</b>	<b>1,443,437.36</b>	<b>1,491,709.94</b>	<b>1,400,791.21</b>	<b>1,352,293.61</b>	<b>1,293,885.83</b>	<b>1,324,358.29</b>	<b>1,149,679.20</b>	<b>1,152,265.53</b>	<b>1,118,359.58</b>	<b>1,216,785.09</b>		
<b>G. ENDING FUND BALANCE</b>															<b>1,504,782.91</b>
<b>ACTUAL CASH BALANCE</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>DIFFERENCE</b>		\$ 1,853,601.28	\$ 1,531,361.94	\$ 1,443,437.36	\$ 1,491,709.94	\$ 1,400,791.21	\$ 1,352,293.61	\$ 1,293,885.83	\$ 1,324,358.29	\$ 1,149,679.20	\$ 1,152,265.53	\$ 1,118,359.58	\$ 1,216,785.09		

# Adopted Budget Certification

Charter Number: 2062

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):  
2023-24 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

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

Charter School Official  
(Original signature required)

Printed Name: Shalen Bishop Title: Executive Director

For additional information on the budget report, please contact:

Charter School Contact:

Tami Peterson

Name

Chief Business Official

Title

805-383-1972

Telephone

tpeterson@vcoe.org

E-mail Address

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G = General  
Ledger Data; S =  
Supplemental  
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SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		

SIAB	Summary of Interfund Activities - Budget
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Fund 620  
Charter Schools  
Enterprise Fund



Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,618,738.00	3,456,603.00	-4.5%
2) Federal Revenue		8100-8299	559,898.00	551,676.00	-1.5%
3) Other State Revenue		8300-8599	718,586.00	79,112.00	-89.0%
4) Other Local Revenue		8600-8799	324,898.00	241,770.00	-25.6%
5) TOTAL, REVENUES			5,222,120.00	4,329,161.00	-17.1%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	2,544,233.00	2,652,397.00	4.3%
2) Classified Salaries		2000-2999	220,200.00	321,722.00	46.1%
3) Employee Benefits		3000-3999	562,629.00	750,722.00	33.4%
4) Books and Supplies		4000-4999	679,336.00	525,591.00	-22.6%
5) Services and Other Operating Expenses		5000-5999	948,250.00	758,754.00	-20.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,954,648.00	5,009,186.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			267,472.00	(680,025.00)	-354.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			267,472.00	(680,025.00)	-354.2%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,917,336.00	2,184,808.00	14.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,917,336.00	2,184,808.00	14.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,917,336.00	2,184,808.00	14.0%
2) Ending Net Position, June 30 (E + F1e)			2,184,808.00	1,504,783.00	-31.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	247,732.00	250,459.00	1.1%
b) Restricted Net Position		9797	834,883.00	474,168.00	-43.2%
c) Unrestricted Net Position		9790	1,102,193.00	780,156.00	-29.2%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(G11 + H2) - (I7 + J2)			0.00		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	2,416,745.00	2,254,610.00	-6.7%
Education Protection Account State Aid - Current Year		8012	56,716.00	56,716.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,145,277.00	1,145,277.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,618,738.00	3,456,603.00	-4.5%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	48,071.00	41,683.00	-13.3%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	87,435.00	87,435.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,193.00	11,193.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	188,351.00	1,783.5%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	403,199.00	223,014.00	-44.7%
<b>TOTAL, FEDERAL REVENUE</b>			<b>559,898.00</b>	<b>551,676.00</b>	<b>-1.5%</b>
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	10,851.00	9,307.00	-14.2%
Lottery - Unrestricted and Instructional Materials		8560	102,038.00	69,805.00	-31.6%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	605,697.00	0.00	-100.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>718,586.00</b>	<b>79,112.00</b>	<b>-89.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,000.00	7,500.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	18,674.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	297,224.00	234,270.00	-21.2%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>324,898.00</b>	<b>241,770.00</b>	<b>-25.6%</b>
<b>TOTAL, REVENUES</b>			<b>5,222,120.00</b>	<b>4,329,161.00</b>	<b>-17.1%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,884,784.00	1,970,292.00	4.5%
Certificated Pupil Support Salaries		1200	314,409.00	352,571.00	12.1%
Certificated Supervisors' and Administrators' Salaries		1300	341,395.00	322,034.00	-5.7%
Other Certificated Salaries		1900	3,645.00	7,500.00	105.8%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,544,233.00</b>	<b>2,652,397.00</b>	<b>4.3%</b>
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	27,150.00	26,407.00	-2.7%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	20,178.00	106,360.00	427.1%
Clerical, Technical and Office Salaries		2400	172,872.00	188,955.00	9.3%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>220,200.00</b>	<b>321,722.00</b>	<b>46.1%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	204,940.00	223,671.00	9.1%
Health and Welfare Benefits		3401-3402	296,868.00	469,070.00	58.0%
Unemployment Insurance		3501-3502	13,598.00	1,467.00	-89.2%
Workers' Compensation		3601-3602	42,019.00	51,812.00	23.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,204.00	4,702.00	-9.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>562,629.00</b>	<b>750,722.00</b>	<b>33.4%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	290,586.00	247,947.00	-14.7%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	69,786.00	71,239.00	2.1%
Noncapitalized Equipment		4400	318,964.00	206,405.00	-35.3%
Food		4700	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>679,336.00</b>	<b>525,591.00</b>	<b>-22.6%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	83,086.00	52,091.00	-37.3%
Dues and Memberships		5300	2,365.00	2,436.00	3.0%
Insurance		5400-5450	26,278.00	32,848.00	25.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,017.00	31,396.00	681.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	807,004.00	613,718.00	-24.0%
Communications		5900	25,500.00	26,265.00	3.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>948,250.00</b>	<b>758,754.00</b>	<b>-20.0%</b>
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense—Subscription Assets		6920	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENSES</b>			<b>4,954,648.00</b>	<b>5,009,186.00</b>	<b>1.1%</b>
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	3,618,738.00	3,456,603.00	-4.5%
2) Federal Revenue		8100-8299	559,898.00	551,676.00	-1.5%
3) Other State Revenue		8300-8599	718,586.00	79,112.00	-89.0%
4) Other Local Revenue		8600-8799	324,898.00	241,770.00	-25.6%
5) TOTAL, REVENUES			5,222,120.00	4,329,161.00	-17.1%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,267,723.00	3,188,467.00	-2.4%
2) Instruction - Related Services	2000-2999		951,732.00	1,027,436.00	8.0%
3) Pupil Services	3000-3999		390,869.00	452,307.00	15.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		340,307.00	309,580.00	-9.0%
8) Plant Services	8000-8999		4,017.00	31,396.00	681.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			4,954,648.00	5,009,186.00	1.1%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			267,472.00	(680,025.00)	-354.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			267,472.00	(680,025.00)	-354.2%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,917,336.00	2,184,808.00	14.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,917,336.00	2,184,808.00	14.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,917,336.00	2,184,808.00	14.0%
2) Ending Net Position, June 30 (E + F1e)			2,184,808.00	1,504,783.00	-31.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	247,732.00	250,459.00	1.1%
b) Restricted Net Position		9797	834,883.00	474,168.00	-43.2%
c) Unrestricted Net Position		9790	1,102,193.00	780,156.00	-29.2%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
6266	Educator Effectiveness, FY 2021-22	4,251.00	4,251.00
6300	Lottery : Instructional Materials	38,768.00	58,502.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	108,391.00	0.00
7413	A-G Learning Loss Mitigation Grant	68,146.00	0.00
7425	Expanded Learning Opportunities (ELO) Grant	88,556.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	21,144.00	0.00
7435	Learning Recovery Emergency Block Grant	489,960.00	395,748.00
7810	Other Restricted State	3,886.00	3,886.00
9010	Other Restricted Local	11,781.00	11,781.00
Total, Restricted Net Position		834,883.00	474,168.00

# Average Daily Attendance



Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	283.58	283.58	283.58	256.27	256.27	256.27
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	283.58	283.58	283.58	256.27	256.27	256.27
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	283.58	283.58	283.58	256.27	256.27	256.27

ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,954,648.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	559,898.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100, 9200	7699, 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				0.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439  minus 8000-8699	0.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				4,394,750.00
<b>Section II - Expenditures Per ADA</b>				<b>2022-23 Annual ADA/Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				283.58
B. Expenditures per ADA (Line I.E divided by Line II.A)				15,497.39
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>	<b>Total</b>			<b>Per ADA</b>

<p>A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)</p>	3,104,375.74	9,490.02
<p>1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)</p>	0.00	0.00
<p>2. Total adjusted base expenditure amounts (Line A plus Line A.1)</p>	3,104,375.74	9,490.02
<p>B. Required effort (Line A.2 times 90%)</p>	2,793,938.17	8,541.02
<p>C. Current year expenditures (Line I.E and Line II.B)</p>	4,394,750.00	15,497.39
<p>D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)</p>	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
Total adjustments to base expenditures	0.00	0.00

# Lottery Report

Budget, July 1  
2022-23 Unaudited Actuals  
**LOTTERY REPORT**  
Revenues, Expenditures and  
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		20,972.00	20,972.00
2. State Lottery Revenue	8560	71,854.00		30,184.00	102,038.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		71,854.00	0.00	51,156.00	123,010.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	71,854.00		0.00	71,854.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		12,388.00	12,388.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		71,854.00	0.00	12,388.00	84,242.00
<b>C. ENDING BALANCE (Must equal Line A6 minus Line B12)</b>	979Z	0.00	0.00	38,768.00	38,768.00

**D. COMMENTS:**

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.



# Technical Review Checks

Budget, July 1  
Budget 2023-24  
**Technical Review Checks**  
Phase - All  
Display - Exceptions Only

**Peak Prep Pleasant Valley**

**Ventura County**

Following is a chart of the various types of technical review checks and related requirements:

**F - Fatal** (Data must be corrected; an explanation is not allowed)

**W/WC - Warning/Warning with Calculation** (If data are not correct, correct the data; if data are correct an explanation is required)

**O - Informational** (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**GENERAL LEDGER CHECKS**

**EXP-POSITIVE - (Warning)** - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

**Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>FUNCTION</b>	<b>VALUE</b>
62	3010	1000	(\$22,804.00)
Explanation: In the 2023-24 budget, resource 3010 is balanced using object 5710. However, when the books are closed, expenses will be correctly allocated by function, which will eliminate this error.			
62	6762	1000	(\$13,458.00)
Explanation: In the 2023-24 budget, resource 6762 is balanced using object 5710. However, when the books are closed, expenses will be correctly allocated by function, which will eliminate this error.			
62	7413	1000	(\$4,271.00)
Explanation: In the 2023-24 budget, resource 7413 is balanced using object 5710. However, when the books are closed, expenses will be correctly allocated by function, which will eliminate this error.			

Budget, July 1  
Estimated Actuals 2022-23  
**Technical Review Checks**  
Phase - All  
Display - Exceptions Only

Peak Prep Pleasant Valley

Ventura County

Following is a chart of the various types of technical review checks and related requirements:

**F** - Fatal (Data must be corrected; an explanation is not allowed)

**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

**GENERAL LEDGER CHECKS**

**EXP-POSITIVE - (Warning)** - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

**Exception**

<b>FUND</b>	<b>RESOURCE</b>	<b>FUNCTION</b>	<b>VALUE</b>
62	3010	1000	(\$56,324.00)

Explanation: In the 2022-23 budget, resource 3010 is balanced using object 5710. However, when the books are closed, expenses will be correctly allocated by function, which will eliminate this error.

**Peak Prep Pleasant Valley**  
**Proposition 30 Spending Plan for Fiscal Year 2023-24**



**Background**

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 tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a state fund called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the Local Control Funding Formula (LCFF) amount. **A corresponding reduction is made to an LEA or charter school's LCFF state aid equal to the amount of their EPA entitlement. LEAs will receive EPA payments quarterly.**

Proposition 30 specifies that LEAs may not use EPA funds for salaries or benefits of administrators or any other administrative costs. The CDE has interpreted that administrative costs, as used in Proposition 30, means anything defined as administration in the California School Accounting Manual. Administrative costs include general administration, school administration, and instructional administration:

*\* General administration refers to agency-wide administrative activities including governing board, superintendent, district-level fiscal, personnel, and central support services.*

*\* School administration refers to activities concerned with directing and managing the operation of a particular school.*

*\* Instructional administration refers to activities for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.*

The language of Proposition 30 requires that each LEA " . . . shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs."

Proposition 30 requires all districts, counties, and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent.

**Peak Prep Pleasant Valley**  
**Proposition 30 Spending Plan for Fiscal Year 2023-24**



Object	Object Description	CSAM Function	Use of Funds (Resource 1400)	2023-24 Budget	2023-24 Actuals	Balance
8012	Prop 30 Revenues	0000	Revenues will be received quarterly	56,716	-	56,716
<b>Total Revenues</b>				<b>56,716</b>	<b>-</b>	<b>56,716</b>
1100	Teacher Salaries	1000	Teacher salaries are an appropriate use of funds	56,716	-	56,716
Certificated Salaries						
3301	Medicare/OASDI	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3501	SUI	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3601	Workers' Compensation	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
Employee Benefits						
4300	Instructional Supplies	1000		-	-	-
5800	Instructional Services	1000		-	-	-
Non Salary Expenses						
<b>Total Expenses</b>				<b>56,716</b>	<b>-</b>	<b>56,716</b>
<b>Remaining Balance</b>				<b>-</b>	<b>-</b>	<b>-</b>

**Peak Prep Pleasant Valley Charter SCHOOL  
CERTIFICATION OF SIGNATURES**

I, \_\_\_\_\_, President to the Board of Education of the School District of Ventura County, California certify that the signatures shown below are the verified signatures of the members of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.\* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of \_\_\_\_\_ to \_\_\_\_\_.

Date of Board Action: \_\_\_\_\_ Signature: \_\_\_\_\_  
Secretary of the Board

**PART I**

Signatures of Members of the Board

Signature: _____	Signature: _____
Print/Type: Patty Lerner _____	Print/Type: Bob Rust _____
Chair of the Board of Education	Treasurer of the Board of Education

Signature: _____	Signature: _____
Print/Type: _____	Print/Type: Carol Bjordahl _____
Secretary of the Board of Education	Member of the Board of Education

Signature: _____	_____
Print/Type: Dr. Shalen Bishop _____	_____
President of the Board of Education	

\*K-12 Districts

42632

42633

## PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc.. Please list after each name all items that a person is authorized to sign.

Signature: \_\_\_\_\_  
Print/Type: \_\_\_\_\_  
Title: \_\_\_\_\_  
Authorized to Sign: \_\_\_\_\_

Signature: \_\_\_\_\_  
Print/Type: \_\_\_\_\_  
Title: \_\_\_\_\_  
Authorized to Sign: \_\_\_\_\_

Signature: \_\_\_\_\_  
Print/Type: \_\_\_\_\_  
Title: \_\_\_\_\_  
Authorized to Sign: \_\_\_\_\_

Signature: \_\_\_\_\_  
Print/Type: \_\_\_\_\_  
Title: \_\_\_\_\_  
Authorized to Sign: \_\_\_\_\_

Signature: \_\_\_\_\_  
Print/Type: \_\_\_\_\_  
Title: \_\_\_\_\_  
Authorized to Sign: \_\_\_\_\_

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

**The following documents must be filed with School Business and Advisory Services:**

- A. Authorization to sign reports, budgets, and all documents requiring signature of Secretary or Clerk.
- B. Authorization to approve payroll orders.
- C. Authorization to approve commercial check orders.
- D. Authorization to sign collection reports to the county.
- E. Authorization to sign board approved budget transfers.
- F. Authorization to sign Interfund and Intrafund transfers.
- G. Authorization to sign Contracts after Board Approval.

**Examples of documents requiring district authority (not required to be filed with School Business and Advisory Services):**

- 1. Authorization to sign Employment Contracts.
- 2. Appointment of authorized agents, for federal and state applications.
- 3. Appointment of representatives to acquire surplus property.
- 4. Authorization to sign cafeteria reports.
- 5. Authorization to sign checks on district bank accounts, i.e., cafeteria; clearing account.

***Districts must notify School Business and Advisory Services in writing and submit Board Approved signature authorization amendments as staff and / or organizational changes occur mid-year.***



**PEAK PREP PLEASANT VALLEY  
RESOLUTION 23-04**

**AUTHORIZATION TO ALLOW APPROPRIATION/BUDGET TRANSFERS  
FISCAL YEAR 2023-24**

**WHEREAS**, the PEAK PREP PLEASANT VALLEY may have a need during the fiscal year to make appropriation transfers to permit the payment of obligations of the district, and

**WHEREAS**, the PEAK PREP PLEASANT VALLEY may authorize an employee to make such transfers between unappropriated fund balances and any expenditure classifications to balance any expenditure classification,

**THEREFORE, BE IT RESOLVED** that the PEAK PREP PLEASANT VALLEY authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2022-23 fiscal year. These transfers are to be presented for ratification at the next board meeting.

**PASSED and ADOPTED** this 7th day of June, 2023 by the Governing Board of the PEAK PREP PLEASANT VALLEY CHARTER SCHOOL of Ventura County, California, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
President of the Governing Board

6/7/2023 \_\_\_\_\_  
Date

**Peak Prep Pleasant Valley**

**RESOLUTION 23-03**

**APPROPRIATION OF  
THE ENDING BALANCE TO A RESERVE**

WHEREAS, all public agencies must appropriate revenues pursuant to Article XIII B of the California Constitution; and,

WHEREAS, section 2 of Article XIII B requires that any revenues not appropriated in compliance with the Article be returned through a revision in tax rates or fee schedules; and,

WHEREAS, Section 5 of Article XIII B allows an entity of government to establish a reserve and that contributions made to such a reserve are considered to be appropriations subject to the limitations of Article XIII B in the year in which the contribution is made and that expenditures of withdrawals from such a reserve are not subject to the limitations of Article XIII B; and,

WHEREAS, the Agency wishes to ensure that all revenues received during the 2022-23 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED THAT, at the close of the 2022-23 year any monies from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIII B of the California Constitution.

PASSED AND ADOPTED THIS 7<sup>th</sup> day of June 2023 by the governing board of the (CHARTER NAME) of Ventura County, California, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

STATE OF CALIFORNIA  
COUNTY OF VENTURA

I, \_\_\_\_\_ (Authorized Agent) of the governing board of the Peak Prep Pleasant Valley Charter School of Ventura County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of the said board.

\_\_\_\_\_  
Authorized Agent

PEAK PREP PLEASANT VALLEY

RESOLUTION 23-02

AUTHORIZATION FOR THE VENTURA COUNTY  
OFFICE OF EDUCATION TO MAKE BUDGET TRANSFERS

WHEREAS, in accordance with Sections 42601 of the Education Code, the (CHARTER NAME) may authorize the Ventura County Office of Education, at the close of the current school year, to make appropriation transfers to cover overdrafts in major object codes, and;

WHEREAS, the law requires a majority vote of the governing board for approval on transfers from Unappropriated Fund Balance (Education Code 42600 and 85200), and;

WHEREAS, transfers will be made in the month of June only.

THEREFORE, the PEAK PREP PLEASANT VALLEY authorizes the Ventura County Office of Education to make said transfers.

PASSED AND ADOPTED this 7<sup>th</sup> day of June 2023 by the Governing Board of the (CHARTER NAME) of Ventura County, California, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

STATE OF CALIFORNIA  
COUNTY OF VENTURA

I, \_\_\_\_\_ (Authorized Agent) of the governing board of the Peak Prep Pleasant Valley of Ventura County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of the said board.

\_\_\_\_\_  
Authorized Agent

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED ADMINISTRATIVE SALARY SCHEDULE  
2023 - 2024**

POSITION	SCHEDULE	# OF DAYS	RATE	ED/01
EXECUTIVE DIRECTOR CONTRACT DAYS	ED220	1.0 FTE 220	ANNUAL Daily	\$168,000.00 \$763.64

POSITION	SCHEDULE	# OF DAYS	RATE	P/01	P/02	P/03	P/04	P/05	P/06
DIRECTOR OF OPERATIONS CONTRACT DAYS	DIR OPS	1.0 FTE 200	ANNUAL Daily	\$105,000.00 \$525.00	\$115,395.00 \$576.98	\$119,534.00 \$597.67	\$123,665.00 \$618.33	\$127,824.00 \$639.12	\$131,920.00 \$659.60

Health and Welfare Annual Cap (1.0 FTE employees only): Single - \$10,511, 2-Party - \$16,128, Family - \$20,475

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED TEACHER SALARY SCHEDULE  
2023 - 2024**

STEP	01/CL1 CLASS I BACHELOR'S DEGREE	01/CL2 CLASS II BA PLUS 30 MA	01/CL3 CLASS III BA PLUS 45 MA PLUS 5	01/CL4 CLASS IV BA PLUS 60 MA PLUS 20	01/CL5 CLASS V BA PLUS 75 PLUS MA MA PLUS 35 or BA PLUS 84
1	\$44,125.00	\$44,125.00	\$46,225.00	\$50,425.00	\$54,625.00
2	\$44,125.00	\$44,965.00	\$49,165.00	\$53,365.00	\$57,565.00
3	\$44,808.00	\$47,905.00	\$52,105.00	\$56,305.00	\$60,505.00
4	\$46,645.00	\$50,845.00	\$55,045.00	\$59,245.00	\$63,445.00
5	\$49,585.00	\$53,785.00	\$57,985.00	\$62,185.00	\$66,385.00
6	\$52,525.00	\$56,725.00	\$60,925.00	\$65,125.00	\$69,325.00
7	\$55,465.00	\$59,665.00	\$63,865.00	\$68,065.00	\$72,265.00
8	\$58,405.00	\$62,605.00	\$66,805.00	\$71,005.00	\$75,205.00
9		\$65,545.00	\$69,745.00	\$73,945.00	\$78,145.00
10			\$72,685.00	\$76,885.00	\$81,085.00
11				\$79,825.00	\$84,025.00
12				\$82,765.00	\$86,965.00
13					\$89,905.00

189 Contract Days

Class I: Bachelor's Degree and a valid California Credential.

Class II: Bachelor's Degree and a valid California Credential plus 30 units earned subsequent to the B.A. or a Master's Degree

Class III: Bachelor's Degree and a valid California Credential plus 45 units earned subsequent to the B.A. or a Master's Degree plus 5 units earned subsequent to the M.A.

Class IV: Bachelor's Degree and a valid California Credential plus 60 units earned subsequent to the B.A. or a Master's Degree plus 20 units earned subsequent to the M.A.

Class V: Bachelor's Degree and a valid California Credential plus 75 units earned subsequent to the B.A. and a Master's Degree or an M.A plus 35 units earned subsequent to the M.A. or a B.A plus 84 units earned subsequent to the B.A.

Peak Prep will recognize up to 9 years of service for new Math and Special Education teachers and up to 5 years of service for any other new teachers.

Health and Welfare Annual Cap (1.0 FTE employees only): Single - \$10,511, 2-Party - \$16,128, Family - \$20,475

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED PUPIL SUPPORT SALARY SCHEDULE  
2023 - 2024**

POSITION	SCHEDULE	# OF DAYS	RATE	A/01	A/02	A/03	A/04	A/05	A/06	A/07	A/08	A/09	A/10	A/11	A/12
COUNSELOR	CERT PS	1.0 FTE	ANNUAL	\$71,145.00	\$75,028.00	\$78,213.00	\$81,545.00	\$84,728.00	\$87,920.00	\$91,101.00	\$94,298.00	\$97,778.00	\$100,965.00	\$104,142.00	\$107,885.00
CONTRACT DAYS		194	Daily	\$366.73	\$386.74	\$403.16	\$420.34	\$436.74	\$453.20	\$469.59	\$486.07	\$504.01	\$520.44	\$536.81	\$556.11

POSITION	SCHEDULE	# OF DAYS	RATE	B/01	B/02	B/03	B/04	B/05	B/06	B/07	B/08	B/09	B/10	B/11	B/12
PSYCHOLOGIST/SPEECH PATHOLOGIST	CERT PS	1.0 FTE	ANNUAL	\$71,145.00	\$75,028.00	\$78,213.00	\$81,545.00	\$84,728.00	\$87,920.00	\$91,101.00	\$94,298.00	\$97,778.00	\$100,965.00	\$104,142.00	\$107,885.00
CONTRACT DAYS		194	Daily	\$366.73	\$386.74	\$403.16	\$420.34	\$436.74	\$453.20	\$469.59	\$486.07	\$504.01	\$520.44	\$536.81	\$556.11

Health and Welfare Annual Cap (1.0 FTE employees only): Single - \$10,511, 2-Party - \$16,128, Family - \$20,475

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

**PEAK PREP PLEASANT VALLEY  
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE  
2023 - 2024**

CERTIFICATED STIPENDS	SCHEDULE	RATE
LEAD TEACHER MCKINNEY-VENTO LIAISON ELPAC/CAASPP COORDINATOR ASSESSMENTS & DIAGNOSTICS 504 COORDINATOR CTE COORDINATOR DUAL ENROLLMENT COORDINATOR ELD/EDD COORDINATOR SEL COORDINATOR	CE STIP/001/01	\$5,000.00
SPECIAL EDUCATION ADMIN MENTOR TEACHER (INDUCTION)	CE STIP/002/01	\$2,500.00
COLLEGE & CAREER READINESS	CE STIP/003/01	\$3,500.00
CALPADS COORDINATOR	CE STIP/004/01	\$7,500.00
ADMINSTRATIVE STIPEND	CE STIP/005/01	\$12,000.00
SUMMER SCHOOL ADMINSTRATOR/COUNSELOR	CE STIP/006/01	\$10,000.00

CERTIFICATED HOURLY	SCHEDULE	RATE
ORIENTATION SPECIALIST	CE HRLY/001/01	\$30.00
CERTIFICATED TUTOR/SUMMER SCHOOL TEACHER	CE HRLY/001/02	\$50.00

CERTIFICATED DAILY	SCHEDULE	RATE
SUBSTITUTE TEACHER 1-20 Days	CE DAILY/001/01	\$125.00
LONG-TERM SUB TEACHER 21-90 days	CE DAILY/001/02	\$140.00
LONG-TERM SUB TEACHER 91+ days	CE DAILY/001/03	Step 1, Column 1 CERT Schedule

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

**PEAK PREP PLEASANT VALLEY  
CLASSIFIED MANAGEMENT HOURLY SALARY SCHEDULE  
2023 - 2024**

POSITION	SCHEDULE	RATE
Fiscal Operations Manager - 260 days	02HM/A/001	\$ 41.60
	02HM/A/002	\$ 43.68
	02HM/A/003	\$ 45.86
	02HM/A/004	\$ 48.15
	02HM/A/005	\$ 50.56

Health and Welfare Annual Cap (1.0 FTE employees only): Single - \$10,511, 2-Party - \$16,128, Family - \$20,475

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023



**PEAK PREP PLEASANT VALLEY  
CLASSIFIED HOURLY SALARY SCHEDULE  
2023 - 2024**

POSITION	SCHEDULE	RATE
Office Manager	02H/A/001	\$ 25.34
Administrative Assistant	02H/A/002	\$ 26.60
Attendance/Enrollment Specialist	02H/A/003	\$ 27.93
Attendance Assistant	02H/A/004	\$ 29.33
Teaching Assistant (Non-Instructional)/Accounts Payable Clerk	02H/A/005	\$ 30.80
Instructional Assistant	02H/B/001	\$ 20.98
	02H/B/002	\$ 22.06
	02H/B/003	\$ 23.18
	02H/B/004	\$ 24.31
	02H/B/005	\$ 25.54

Health and Welfare Annual Cap (1.0 FTE employees only): Single - \$10,511, 2-Party - \$16,128, Family - \$20,475

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

**PEAK PREP PLEASANT VALLEY  
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE  
2023 - 2024**

CLASSIFIED HOURLY	SCHEDULE	RATE
CLASSIFIED TUTOR	CL HRLY/001/01	\$50.00

EFFECTIVE : July 1, 2023

BOARD ADOPTED:

REVISED: June 1, 2023

Payroll Authorization Requests  
(PARs)

2023-2024

***All PARs have been included in the adopted budget.***

Employee Number	Role	Amount	LCAP Goal
39	ELD/EDD Coordinator	5,000/year	2
24	Dual Enrollment Coordinator	6,000/year	3
3	Accreditation Coordinator	5,000/year	2
Various	Clubs/Activities Stipend	1,000/year	1
4 & 6 & 29	Teacher Credential Induction Mentor	2,500/Year	1
Various Teachers	July Teacher Stipend	\$50/Hr	2, 3 & 4
26 & 48	Admin Summer Stipend (2)	10,000/Year	2, 3 & 4
17	Counselor Summer Stipend	8,000/Year	2, 3 & 4
10	Summer Sped Admin Stipend	2,500/Year	2
10	Lead Sped Teacher	5,000/year	1,2,4
29	Lead Content Teacher	5,000/year	1,2,4
6	Lead Homeroom Teacher	5,000/year	1,2,4
TBD	Lead Elem Teacher	5,000/year	1,2,4
2	McKinney-Vento Liaison	5,000/year	2 & Improved Services
3	ELPAC & CAASPP	5,000/year	2 & 3
4	Assessment & Diagnostics Coordinator	5,000/year	2, 3, & 4
TBD	Administrative Stipend	\$12,000/year	1,2,3,4
10	504 & SST Coordinator	6,000/Year	2
12	CTE Coordinator	5,000/year	3 & 4
13	Lead Enrollment Specialist	5,000/year	1
17	SEL Supervisor	5,000/year	3
7	Calpads Coordinator	7,500/Year	4
43, 44, 38, 48	Classified Vacation Payout 2022-2023	Remaining Balance	



# **Employee Handbook 2023-2024**

**2150 Pickwick Dr  
#304  
Camarillo, CA 93010**

**Phone: (805) 222-0025**

**Website: [www.peak-prep.com](http://www.peak-prep.com)**

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has 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; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.**

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**APPENDIX A** Harassment/Discrimination/Retaliation Complaint Form

**APPENDIX B** Internal Complaint Form

# INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Peak Prep Pleasant Valley (hereinafter referred to as “PPPV” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. PPPV also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Executive Director. This will provide the School with a record that each employee has received this Handbook.



# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

PPPV 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 (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- 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 and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- 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"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- 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 job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, 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, or if unknown, what job duties the disability impairs. PPPV will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. PPPV 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.

### **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

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.

### **Child Abuse and Neglect 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.

PPPV will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, 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.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Director.

### **Tuberculosis Testing**

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. 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. Volunteers may be required to undergo a TB examination as necessary. 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.

Food handlers may be required to have annual TB exams. 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, substitute teachers, 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.

### **Immigration Compliance**

PPPV 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, PPPV 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. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

### **Professional Boundaries: Staff/Student Interaction Policy**

PPPV 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 damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way 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 specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

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/teacher 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.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. 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.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.

- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

PPPV is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. PPPV's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health care decisions, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); 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 and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); 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.

PPPV 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 Executive Director or designee.

When PPPV receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director 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. PPPV is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### 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; or
- Disparate treatment based on any of the protected classes above.

#### Prohibited Unlawful Sexual Harassment

PPPV is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request 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, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and 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. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults 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.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an 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.
- 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. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate PPPV policy.

### **Whistleblower Policy**

PPPV requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug and Alcohol Free Workplace**

PPPV is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder 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 employees and to other PPPV 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.

### **Confidential Information**

All information relating to students, personal information, 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. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, 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 shall constitute grounds for disciplinary action.

### **Smoking**

The PPPV facility is a no smoking facility.

# **THE WORKPLACE**

## **Work Schedule**

Business hours are normally 8:00 a.m. – 3:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are 8:00 a.m. – 3:00pm and generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

## **Meal and Rest Periods**

Nonexempt 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 5<sup>th</sup> 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 PPPV mutually consent to the waiver in writing.

Nonexempt 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.

## **Lactation Accommodation**

PPPV 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 nonexempt employee shall be unpaid.

PPPV will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## **Attendance and Tardiness**

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Director as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

### **Time Cards/Records**

By law, PPPV is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall keep be required to utilize the School's time card system.

Nonexempt 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 nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

Nonexempt 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 logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. 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.

### **Use of Email, Voicemail and Internet Access**

PPPV will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, 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, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. PPPV retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

### **Personal Business**

PPPV's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- 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;
- Employees are not authorized to publish any confidential or proprietary 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 unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

## **Personal Appearance/Standards of Dress**

PPPV employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

## **Health and Safety Policy**

PPPV is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Security Protocols**

PPPV 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 Executive Director. 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 Executive Director when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

PPPV 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. PPPV's management 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 so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **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.



# **EMPLOYEE WAGES AND HEALTH BENEFITS**

## **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. **Federal Income Tax Withholding:** The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. **State Income Tax Withholding:** The same factors which apply to federal withholdings apply to state withholdings.
3. **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.
4. **State Disability Insurance (SDI):** This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

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.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. PPPV will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. PPPV provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Paydays**

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to the Executive Director.

### **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 Executive Director will discuss the situation with the employee.

### **Medical Benefits**

#### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

## When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Executive Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

## **COBRA Benefits**

When coverage under the School's medical and/or dental plans 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 reached 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.

PPPV 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, dies, 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. PPPV 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;
- PPPV 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.

# **PERSONNEL EVALUATION AND RECORD KEEPING**

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Executive Director. 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 problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. PPPV's evaluation system will in no way alter the at-will employment relationship.

## **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in 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 an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. PPPV will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee 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.

# **HOLIDAYS, VACATIONS AND LEAVES**

## **Holidays**

PPPV calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

## **Vacation**

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue ten (10) days of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Executive Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of fifteen (15) days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

### **Unpaid Leave of Absence**

PPPV recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of ten (10) days per full work year. Up to seven (7) days of sick leave may be used for personal necessity leave.



Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date without written authorization of the Executive Director. Sick leave must be taken by eligible employees in increments of two (2) hours. An Employee can carry up to 5 accrued sick leave from year to year with a max of 15 sickdays in one given year. Before additional sick leave can be carried over, the employee must use up some of their 15 current sickleave bank. The School does not pay employees in lieu of unused sick leave. New Classified staff may transfer up to 5 days from their previous school.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

### **Catastrophic Injury or Illness Leave**

Catastrophic injury or illness is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, or of an employee's family member (e.g., spouse/partner, child, or parent), as verified by a licensed physician and which forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Conditions that are short-term in nature (e.g., the flu, back pain, a broken limb, etc.) are not catastrophic. 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. The catastrophic leave program shall be implemented as follows:

1. Employees may donate up to two (2) sick leave days per fiscal year and to a sick leave bank for employees suffering a catastrophic illness/injury. However, employees must retain at least five (5) sick leave days for their own account. All transfers of sick leave are irrevocable.
2. Catastrophic leave requests must be submitted in writing to the Superintendent. Any employee requesting to receive donated sick leave under this program shall first exhaust all paid leave (e.g., sick and vacation leave) they have accrued.
3. The Superintendent shall determine whether or not to grant a request for catastrophic leave based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence, and the prognosis for recovery. There is no right to receive catastrophic leave donations. The Superintendent may, in their sole and unreviewable discretion, decline an employee's request for catastrophic leave benefits for any reason.

4. All information provided by the employee requesting catastrophic leave shall be held in strict confidence by the School and shall be isolated from other employment records as required by applicable law.
5. The number of sick days that can be received by an employee from the catastrophic leave bank is limited to twenty (20) per fiscal year.
6. If an employee is also receiving any form of disability benefits, which are 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 disability benefits the employee is receiving, shall not exceed the employee's total weekly salary. Employees must disclose to the School whether they are receiving any such disability benefits.
7. Any reinstatement rights for employees utilizing catastrophic leave shall be in accordance with applicable law.
8. 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.

### **Family Care and Medical Leave**

This policy explains how 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 twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To 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 each will be entitled to a separate twelve (12) weeks of leave for

this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's 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. 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.
  - b. "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.
  - c. "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.
  - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition, a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.
4. 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 additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken
  1. FMLA/CFRA 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.
  2. In addition to the twelve (12) workweeks of FMLA/CFRA 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 may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
  3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
  4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA 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 or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA 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/CFRA Leave
  1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
  2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
  3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA 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 an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

PPPV may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA 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 extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. 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.
  3. 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.
  4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA/CFRA Leave
    1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
    2. 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 qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, 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.
    5. If FMLA/CFRA 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/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. 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 or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- **Return to Work**
    1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
    2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
    3. Before an employee will be permitted to return from FMLA/CFRA 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.
    4. 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.
  - **Employment during Leave**

No employee, including employees on FMLA/CFRA 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:

1. 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
2. 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 <sup>1</sup>/<sub>3</sub> 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 <sup>1</sup>/<sub>3</sub> 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 <sup>1</sup>/<sub>3</sub> 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



1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation 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

PPPV 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. PPPV can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. 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

1. 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.

2. 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
    1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
    2. 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.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
    5. 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.
    6. 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
    1. 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:
      - a. 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.

- b. 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.

2. 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).
3. In accordance with PPPV 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.
4. 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.

### **Industrial Injury Leave (Workers' Compensation)**

PPPV, 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 employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;

- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's 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. PPPV, 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 Executive Director 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.

### **Military and Military Spousal Leave of Absence**

PPPV shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, PPPV 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.

PPPV 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.

### **Bereavement Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (5) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. Upon request, an employee may be required to provide documentation of the death of a covered family member.

### **Jury Duty or Witness Leave**

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 nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, PPPV 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 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 PPPV, 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 must use accrued but unused paid leave (e.g., vacation or sick leave) 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.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

PPPV provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. 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, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. 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 PPPV with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide PPPV 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.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, PPPV 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 Executive Director.

### **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 Executive Director 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 employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.



# **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

## **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. PPPV shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Termination of Employment**

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

# **INTERNAL COMPLAINT REVIEW**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

## **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

## **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive

Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

PPPV reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Executive Director or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*PPPV will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

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

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

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

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

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

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

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

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

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

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

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

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



**APPENDIX B**

**INTERNAL COMPLAINT FORM**

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

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

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

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

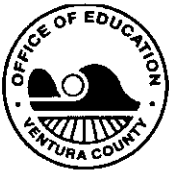
Date: \_\_\_\_\_

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

To be completed by School:

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

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



Ventura County Office of Education
Dr. César Morales, Superintendent of Schools
5189 Verdugo Way
Camarillo, CA 93012

AGREEMENT FOR CA-ERP FINANCIAL & PAYROLL/PERSONNEL SYSTEM

This agreement is made between the Peak Prep of Ventura County, hereinafter referred to as "LEA," and the Ventura County Office of Education hereinafter referred to as "VCOE."

It is Hereby Agreed between the Parties as follows:

1. Time Period

VCOE agrees to furnish the LEA services in processing and reporting for the fiscal year July 1, 2023, through June 30, 2024, and thereafter on a yearly basis unless written notice to the contrary is received by VCOE prior to the fifteenth of January of any year in which the services are rendered.

2. Services Provided

- VCOE shall provide services and transactions available in the Escape Financial & Payroll/Personnel System and the new Frontline modules – Absence Management and Time and Attendance.
Secured access through VPN (Pulse Secure) and two-factor authentication (DUO).

3. Exclusions

Software support does not include:
A. Programming required because of changes in computer equipment or configuration.
B. Problems resulting from equipment failure.
C. Unauthorized alterations to the programs.

4. Charges

\$ \$4,820.86

5. Payment Schedule

The LEA agrees that the fees shall be paid in a single installment once invoiced and payable no later than December.



Approved this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

LEA Authorized Representative



Approved this 1 day of June, 2023.

Handwritten signature: Lisa Alene
VCOE Authorized Representative

# **MEMORANDUM OF UNDERSTANDING BETWEEN PLEASANT VALLEY SCHOOL DISTRICT AND PEAK PREP PLEASANT VALLEY**

## **Agreement for the Provision of Technology Services**

**THIS Memorandum of Understanding (AGREEMENT)** is made and entered into by and between the **Pleasant Valley School District** (hereinafter referred to as the “**District**”) and **Peak Prep Pleasant Valley** (hereinafter referred to as “**Peak Prep**”).

**TERM AND RENEWAL:** The term of this Agreement is effective for one year, commencing **July 1, 2023** and ending **June 30, 2024**, unless the parties mutually agree upon an extension of the terms of this agreement. Any modifications to this agreement must be in writing and executed by authorized representatives of both parties. The parties agree to review this agreement annually. In order to ensure sufficient time for Education Code Section 45117 compliance, the parties agree to determine, on or before **January 20** each year, whether to continue the Agreement for a subsequent fiscal year.

### **THE DISTRICT AGREES TO:**

- Provide the equivalent of one (1) full-time Technology Support Technician II (Exhibit A: TST II job description). This position will act as the primary point-person and liaison between Peak Prep leadership and the District Technology Services department. This position will provide tier-two support services during the standard business hours of 8:00am – 4:00 pm Pacific Time and ensure that tier-one support services are being adequately covered.
- Provide limited access to the entire District Technology Services team, as needed, at the discretion of District’s Executive Director of Technology and Operations for tier one and tier three support. This will allow for cross-training and proper support coverage throughout the year.
- Provide access to consulting services with the District’s Executive Director of Technology and Operations.
- Arrange for consultation with third party expert vendors and consultants. The District will inform Peak Prep about any additional costs related to these services prior to engagement.
- Provide access to an instance of the District’s helpdesk system and a unique, dedicated helpdesk phone number and/or email address for Peak Prep support. These systems will be available during standard business hours with a voicemail box to collect after-hours messages. Any messages left after hours will be responded to as soon as possible during the next scheduled non-holiday on the PVSD 12 month employee work calendar.
- Provide software that allows for remote troubleshooting on Windows or Apple computers. Chromebook remote support will typically be performed using Google admin tools whenever available/practical.
- Handle setup, shipping, and initial support for new enrollee students’ Peak Prep-issued technology. Direct costs will be billed to Peak Prep.
- Handle coordination of device returns for students who withdraw. Direct costs will be billed to Peak Prep.

- Maintain a basic inventory of Peak Prep student devices as required for tracking and planning purposes.
- Consult with Peak Prep regarding any software or systems licenses that may be included under District's licensing models to help reduce costs where available/applicable. (e.g., Zoom, Adobe, Smore, Email filtering, etc.) The District will invoice Peak Prep for the cost of licenses purchased as part of a larger District purchase.
- Provide assistance to Peak Prep during investigations of student or employee misuse of technology.
- Act as a liaison between VCOE and Peak Prep as needed to provide technology support.
- Consult with Peak Prep regarding specific ways to enhance their systems security.
- Maintain the privacy and security of administrative passwords used by the District to access Peak Prep systems and will only provide the "least level of access" required to District technical staff to complete the required job functions.
- Provide basic remote troubleshooting for employee printers, with the understanding that remote support of the mechanical components of printers is inherently challenging. Successful resolution is not guaranteed and a local technical support company may need to assist with this type of support. Any locally sourced tech support for Peak Prep employees will be the responsibility of Peak Prep staff to coordinate and fund.
- Provide basic remote technical support for off-site Peak Prep employees. There may be some instances where Peak Prep staff may be required to coordinate and fund on-site support through a provider local to the geographical area where a student or employee is located.
- In-home support for employees or students will not be provided by the District.

**PEAK PREP AGREES TO:**

- Pay the District **\$112,000** per year, billed quarterly, for TST II support coordination services.
- Pay direct costs to the District for the cost of shipping/returning student devices.
- Pay the District for any cooperative license purchases in which Peak Prep chooses to participate, plus indirect costs, which will be limited to the District's state approved indirect cost rate.
- Pay the annual renewal costs for their portion of license fees related to usage of the helpdesk system. This currently includes two technician licenses to cover the staff assigned to Peak Prep services at the cost \$150 per license annually (\$300 per year).
- Provide funding for all materials and supplies and shipping costs, etc. required by the District to provide the supports listed in this agreement. Materials and supplies will be billed to Peak Prep quarterly.
- Provide funding for device repairs based on the current pricing structure published publicly by the District Technology Services on the department web page. The published pricing structure is subject to change periodically during the fiscal year depending on fluctuations in the market for parts and supplies.
- Grant District technical staff and/or administration full system administrative privileges for all supported or integrated systems for the sole purpose of providing technical support.
- Provide District technical support staff an email account and/or email alias on Peak Prep's email system to keep communication efficient.

- Provide access to Peak Prep student and/or employee data as required by District staff to execute the elements in this agreement.
- Grant District technical staff and administration the authorization to speak directly with Peak Prep employees, students, administrators, and vendors regarding technical support matters for which the District is supporting Peak Prep.
- Use District-recommended devices. This will allow for the efficient coordination and stocking of parts supply and limit additional repair/function training for the District technology department. This will ensure efficiency of operations and support long-term.
- Work with the District to ensure the security of Peak Prep's technical systems and database software.
- Peak Prep employees will remain the initial and primary point of contact for Peak Prep families and students requesting technical support, escalating to the District support through a helpdesk request as required. Peak Prep staff will be the liaison between Peak Prep families/students during support requests unless District staff ask for the ability to reach out directly to the family/student.
- Peak Prep will notify the District of issues or problems in a timely manner and with as much accurate and specific detail of the issue as possible using the provided helpdesk contact methods. Services may be delayed due to insufficient information.
- Utilize the District-supplied helpdesk system and/or helpdesk phone line for all technical support requests.
- Authorize the District to act as a liaison with VCOE working directly on behalf of Peak Prep as required.
- Allow District technical staff to perform system or user account security audits.
- Maintain full responsibility for Peak Prep's own SIS, SIRAS, CALPADS, rostering systems (Clever, etc.), CAASPP/TOMS, other state reporting or testing systems, and any other systems support not specifically provided for in this agreement.
- Maintain responsibility for ensuring the security of their software and systems used.
- Maintain responsibility for protecting their data and obtaining National Data Privacy Agreements for any student software used prior to the purchase or use of said software.
- Ensure that all software and systems licenses used are kept current
- Ensure the security of their technical systems and database software.
- Accept the District's oversight and guidance when security improvements are recommended. (Additional costs may apply, depending on scope of security measure(s) needed.)
- Continue to maintain support of their Escape instance with VCOE, without direct support from the District.
- Include District administration in discussions prior to migrations from existing software or systems to new or different software or systems.
- In-home support will not be provided by the District for Peak Prep employees or students. Peak Prep employees who need direct assistance are welcomed to meet by appointment only on-site at the District Technology Services office.

**INDEMNIFICATION:** To the fullest extent permitted by law, the District agrees to defend, indemnify, and hold harmless Peak Prep, its governing board, administrators, managers, officers, agents, employees, successors, assigns, independent contractors, and/or volunteers from any and

all claims, demands, losses, loss of use, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property, or any other loss, sustained or claimed to have been sustained arising out of activities of the District or those of any of its governing board, administrators, managers, officers, agents, employees, successors, assigns, independent contractors, and/or volunteers of the District, whether such act or omission is authorized by this Agreement or not. The District further hereby waives any and all rights of subrogation that it may have against Peak Prep. The provisions of this indemnification do not apply to any damage or losses caused by the sole negligence or willful misconduct of Peak Prep or any of its governing board, officers, agents, employees, and/or volunteers.

To the fullest extent permitted by law, Peak Prep agrees to defend, indemnify, and hold harmless the District, its governing board, administrators, managers, officers, agents, employees, successors, assigns, independent contractors, and/or volunteers from any and all claims, demands, losses, loss of use, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property, or any other loss, sustained or claimed to have been sustained arising out of activities of Peak Prep or those of any of its governing board, administrators, managers, officers, agents, employees, successors, assigns, independent contractors, and/or volunteers of Peak Prep, whether such act or omission is authorized by this Agreement or not. The provisions of this indemnification do not apply to any damage or losses caused by the sole negligence or willful misconduct of the District or any of its officers, agents, employees, volunteers and/or students.

This Indemnification shall survive termination of this Agreement, for any reason whatsoever, and binds each party's legal representatives, successors, and assigns.

#### **DISPUTE RESOLUTION:**

- a. The parties agree that, in the event of any dispute under the agreement in which the amount sought is \$5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.
- b. If the amount in dispute exceeds \$5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 22, Attorneys Fees, the cost of the mediator shall be borne equally by the parties.
- c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind. The Arbitration shall be completed, and a decision rendered within ninety (90) days of the appointment of an Arbitrator. The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. Any document demand and response shall conform to Code of Civil Procedure sections 2031.010 et seq. The deposition notice shall conform to Code of Civil Procedure sections 2025.020 et seq. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025.020 et seq. and 2031.010 et seq.

**ATTORNEYS' FEES:** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.

**INSURANCE:** Both parties to this contract participate in the Ventura County Schools Self-Funding Authority (VCSSFA) property and liability insurance programs. If either party withdraws or ceases to receive coverage through VCSSFA, this Agreement shall be suspended until the parties can renegotiate the terms of this Agreement related to necessary insurance coverage limits.

**PAYMENT:** Invoices from the District to Peak Prep are due and payable upon receipt.

**SEPARATE EMPLOYMENT:** It is understood that District employees providing services to Peak Prep remain solely as employees of the District and are subject to the rights and requirements related to such employment. Likewise, the employees of Peak Prep remain solely as employees of Peak Prep.

**SEVERABILITY:** If any clause or provision of this Agreement is deemed to be invalid or unenforceable, the Agreement will continue in full force and effect without said provisions.

**WARRANTY:** Because of the complex nature of technology systems and services, it is not possible to guarantee a resolution to every technological challenge. Therefore the District makes no warranty in connection with the work described herein. Peak Prep will not seek to hold the District liable for damages related to technology system or service failures. The District will nonetheless, make every reasonable effort to complete the work described in this agreement with the highest level of professionalism and diligence.

**COUNTERPARTS:** This Agreement may be executed in counterparts, each of which will constitute an original, but all of which when taken together will constitute a single contract. Delivery of an executed counterpart of a signature page of this Agreement by email will be effective as delivery of a manually executed counterpart.

**NATURE OF AGREEMENT:**

This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

**SIGNATURES:**

Signed on behalf of Peak Prep Pleasant Valley:

Name: Shalen Bishop

Position: Executive Director

Date:

Signed on behalf of Pleasant Valley School District:

Name: Dr. Danielle Cortes

Position: Superintendent of Schools

Date:



## EXHIBIT A



# Pleasant Valley School District

## Human Resources Department

600 Temple Ave. Camarillo, CA 93010

Phone: (805) 389-2100

[www.pleasantvalleysd.org](http://www.pleasantvalleysd.org)

### Job Title: Technology Support Technician II

**Basic Function:** Under the direction of an assigned supervisor, provide direct software and hardware support in the operation, maintenance and support of a computer network including all computers, software, and peripherals; provide assistance, direction and training to users and school site staff; communicate with users to determine software and hardware needs and resolve problems; provide technical expertise and training to users; provide direction and support to site staff as assigned.

### Representative Duties:

#### Essential Functions:

- Develops and provides system support and services to local school district personnel with regard to state reporting, student information systems, office applications, web context management, curriculum applications and electronic communication systems.
- Performs tasks to assure successful processing of data; runs reports for various software processes including student information management, assessment, and state reporting; monitors output to verify integrity and accuracy of the system.
- Prepares or produces a variety of custom forms, records and reports related to assigned duties; perform periodic tasks related to supported software systems, such as processing data, monitoring State reporting, grade reporting, scheduling, queries and producing reports.
- Works closely with vendors, VCOE and technology staff to correct hardware and software issues affecting the various computerized business systems.
- Trains school and district staff regarding the use of the student information system and any office productivity or other software as it relates to the SIS program.
- Develops, organizes and writes user manuals, guides and other documentation.
- Sets up and configures computers as assigned; installs software as assigned; maintains and troubleshoots computer hardware, software, and peripheral problems.
- Trains and provides work direction to Technology Support Technician I and other site staff as assigned.
- Responds to district wide hardware and software service requests; performs preventative maintenance on hardware and software as assigned.
- Operates and maintains a variety of data processing equipment including computers, modems, printers, scanners, network servers and other networking equipment and peripheral equipment; provides support for other software and hardware products; installs other hardware components as necessary.
- Installs new versions of software at necessary locations and as required; assists staff at school sites as necessary.
- Establishes network user accounts (e.g., e-mail) as required.
- Assists in the maintenance and upgrades of the District's networks and servers.
- Installations and configurations of networked applications.
- Basic installations and configurations of switches and hubs.
- Confers with users to determine software and hardware requirements and desired output, resolves problems and provides support and assistance.
- Contacts vendors to receive technical support and discuss the purchases of computer hardware and requests information concerning the installation of system upgrades.
- Maintains current knowledge of technological advancements in the computer field, intermediate to advanced knowledge of personal computers, programs and operating systems.
- Organizes, conducts and attends workshops.
- Researches, creates and standardizes reports as required.

Other Duties:

- Performs related duties as assigned.

**Knowledge and Abilities:**

Knowledge of:

- Operation and use of computers and related peripheral equipment.
- Database Management Systems.
- Network operating systems and concepts.
- Windows applications.
- Advanced functions of various operation systems and related hardware and software.
- System documentation and record-keeping techniques.
- Information collection and data utilization in report preparation.
- Interpersonal skills using tact, patience and courtesy.
- Principles of training and providing help desk support.
- Internet usage and terminology.

Ability to:

- Use Network operating systems.
- Provide technical expertise and training to users.
- Establish and maintain effective and cooperative working relationships with others.
- Maintain current knowledge of technological advancements in the computer field.
- Meet schedules and time lines.
- Work independently with little direction.
- Communicate effectively both orally and in writing.
- Read and utilize technical manuals.
- Oversee and inspect work of others.
- Train and provide work directions to Technology Support Technician I.
- Operate a variety of computer repair equipment and use of necessary tools.
- Maintain confidentiality with discretion of sensitive information.
- Write at a professional level, with a focus on accuracy, quality, and clarity required.
- Interact positively, flexibly and patiently while having to multitask with coworkers, supervisors, community and vendors to maintain cooperative and effective working relationships.

**Education/Licenses/Experience:** Any combination equivalent to sufficient education, experience, and/or training to demonstrate the knowledge and abilities listed above. Typically, this would be gained through: Graduation from high school supplemented by computer application and hardware training and one year in computer operations, troubleshooting and repair work.

**Licenses/Certificates:** Valid California driver's license.

**Working Conditions:**

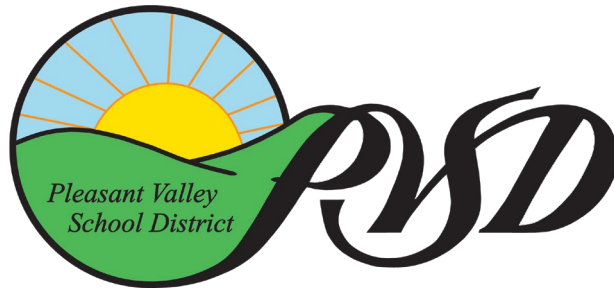
**Environment:** Indoor environment. Driving a vehicle to conduct work.

**Physical Demand/Hazards:** Dexterity of hands and fingers to operate a computer keyboard. Sitting for extended periods of time. Lifting, carrying, pushing or pulling moderately heavy computer equipment.

**Salary Range:** Range 128

Job Description: Technology Support Technician II  
Page 3 of 3

**Revised by Personnel Commission:** 4/25/2013; Standard Education/Exp language 9/27/17



# Pleasant Valley School District Office of Technology Services

## Support Services Scope of Work

Prepared for  
Peak Prep Pleasant Valley by  
Devin Holzer  
Executive Director of Technology and Operations

# Support Services Scope of Work

## Introduction

This Support Services Scope of Work (SOW) describes the services and deliverables that Peak Prep Pleasant Valley (Peak Prep) will receive from Pleasant Valley School District (PVSD).

## Purpose

Peak Prep expressed the need for technology services and support after historically utilizing outsourced vendors. The purpose of this SOW is to continue to grow the partnership between Peak Prep and PVSD by beginning to provide some technology support through the PVSD Technology Services department.

This SOW outlines how PVSD will provide basic support services for Peak Prep.

## Scope

## Parties

This Support Agreement is between:

Peak Prep Pleasant Valley	Pleasant Valley School District
2150 Pickwick Dr., #304 Camarillo, CA 93010	600 Temple Avenue Camarillo, CA 93010
Key contact: Shalen Bishop (805) 222-0025 shalen.bishop@peak-prep.org	Key contact: Devin Holzer (805) 389-2100 x1151 dholzer@pleasantvalleysd.org

## Dates and reviews

This SOW commences on **July 1, 2023** and terminates on **June 30, 2024**.

PVSD and Peak Prep will discuss renewal terms and review the SOW annually. Any modifications to this SOW must be in writing and executed by authorized representatives of both parties in accordance with the attached Agreement for the Provision of Technology Services.

## Services and Deliverables



This SOW covers the services and deliverables listed in the table below. This list may be updated at any time, with a written agreement from both parties. Additional costs may apply to any changes.

<b>Hardware</b>
Student Chromebook troubleshooting and repair, inventory supply maintenance
Employee Laptop troubleshooting and repair, inventory supply maintenance
Hotspot troubleshooting and repair, inventory supply maintenance
Basic printer/printing support for employees (no in-home services)
<b>Software</b>
Helpdesk instance + dedicated support phone number (805) 389-2111
Remote support software + built-in Chrome/Google support tools as available
<b>Services</b>
Student and employee device inventory management: setup, shipping, initial support for new-enrollee students; Coordination of device returns in cooperation with Peak Prep staff for students who withdraw.
Document software and hardware changes (as needed)
Assist employees with technology use and in their role as the primary technical support for their students
Raise support requests with 3 <sup>rd</sup> party providers
Maintain Google user accounts/sync and suggest options for improved automation
Manage and maintain Google Suite updates and settings
Assistance with investigations of student or employee malfeasance
General consulting services: software and systems licenses, long-term planning, systems migrations, etc.



## Exclusions to SOW

- This SOW does not apply to support for Peak Prep's SIS, SIRAS, CALPADS or other systems/support not specifically provided for in this agreement.
- This SOW does not include support for Escape or other software or supports provided to Peak Prep by the Ventura County Office of Education (VCOE).
- This SOW does not cover problems caused by using equipment, software or service(s) in a way that is not recommended.
- If Peak Prep has made unauthorized changes to the configuration or setup of equipment, software or services, this agreement may not apply and/or require modifications.
- If Peak Prep has prevented or withholds information that prevents PVSD from performing required maintenance, updates, or services there may be a delay in resolving issues.

## Agreement Terms

### Refer to Agreement for the Provision of Technology Services

## Support Services Structure

PVSD will provide the equivalent of one (1) full-time Technology Support Technician II (Exhibit A: TST II job description). This position will act as the primary point-person and liaison between Peak Prep leadership and the PVSD Technology Services department. This position will provide tier-two support services during the standard business hours of 8:00am – 4:00pm Pacific Time and ensure that tier-one support services are being adequately covered.

Peak Prep will also have limited access to the entire PVSD Technology Services team, as needed, at the discretion of PVSD's Executive Director of Technology and Operations for tier-one and tier-three support. This will allow for cross-training and proper coverage throughout the year.

All support issues should be submitted via PVSD's helpdesk ticketing system. Raising issues in this way enables PVSD staff to prioritize, track and handle them correctly. It also ensures required information about the issue is captured efficiently, and that PVSD's response times are measured fairly.

Support will be provided on a remote basis only. No in-home support services will be provided. Device swaps and/or staff support may happen in-person at PVSD's Office, Technology Services building if requested by Peak Prep staff or families, by appointment only.

The helpdesk phone number for Peak Prep support requests is (805) 389-2111.



## Support Tiers

Support requests raised by Peak Prep will be handled by three tiers of support:

- **Tier one.** This is where all support incidents begin via a helpdesk request. The issue is clearly recorded and PVSD support staff will perform basic troubleshooting. Tier-one services may be provided by PVSD Technology Assistant or Technology Support Technician I (TST-I) positions.
- **Tier two.** If an issue cannot be resolved in tier one, it will be escalated to tier two. At this point, a PVSD TST-II will perform more complex support, using specialist staff where appropriate. Tier-two staff will act as the liaison between Peak Prep and Pleasant Valley.
- **Tier three.** Issues that cannot be resolved at tier one or tier two will be escalated to tier three. At this level, support is provided by the PVSD's most experienced staff, who can draw on a range of expertise from third parties when needed. There may be extra costs for use of tier-three staff.

## Charges and Fees

**The annual cost for PVSD's services is: \$112,000**

This charge covers everything described in this agreement, with the following conditions:

- Support will be provided during the standard business hours of 8:00am to 4:00pm on business days. (excluding official PVSD holidays).
- Additional charges apply for these items:
  - Support outside of standard hours for special pre-approved projects: \$50/hour per tier-one employee, \$75/hour per tier-two employee, \$100/hour per tier-three employee
  - Extended consultation from Executive Director of Technology and Operations: \$100/hour (or per-project as agreed)
  - Special Projects per agreed cost
  - Investigations that go beyond two hours will be charged at the following rates: \$30/hour per tier one employee, \$55/hour per tier-two employee, \$80/hour per tier-three employee during normal business hours
- **Helpdesk License:** Two Technician Licenses + 1 dedicated helpdesk phone number **\$300**
- Consulting from outside partners will be charged at the partner's current rate
- Peak Prep will provide funding to cover direct costs for all materials and supplies, shipping costs, and device repair parts, etc. required by PVSD to provide the supports listed in this SOW. Device repair parts costs are based on the current pricing structure published publicly by the District Technology Services on the department web page. The published pricing structure is subject to change periodically during the fiscal year depending on fluctuations in the market for parts and supplies. Materials and supplies will be billed to Peak Prep quarterly, plus indirect costs where applicable, which will be limited to the District's state approved indirect cost rate per agreement.

**Total Annual Costs: \$112,300 (+ direct materials & supplies billed quarterly)**





## Signatures

This Support Agreement is agreed between Peak Prep Pleasant Valley and Pleasant Valley School District:

**Signed on behalf of Peak Prep Pleasant Valley:**

Name: Shalen Bishop

Position: Executive Director

Date:

**Signed on behalf of Pleasant Valley School District:**

Name: Dr. Danielle Cortes

Position: Superintendent of Schools

Date:



**AGREEMENT FOR BUSINESS SERVICES BETWEEN  
THE VENTURA COUNTY SCHOOLS BUSINESS SERVICES AUTHORITY  
AND THE PEAK PREP PLEASANT VALLEY (Charter School)  
JULY 1, 2023 – JUNE 30, 2024**

This Agreement for Business Services (“Agreement”) is made and entered into as of the 1st day of July 2023, by and between the Ventura County Schools Business Services Authority (“BSA”), a Joint Powers Authority organized and operated pursuant to Government Code section 6500, and the Peak Prep Pleasant Valley (“Charter School”), organized and operating pursuant to Education Code section 47600, et seq., (each a “Party” and, together, “Parties”).

**RECITALS**

WHEREAS, the BSA provides professional and business services to school districts and charter schools located in Ventura County; and

WHEREAS, the Parties desire by this Agreement for the BSA to provide services to the Charter School; and

WHEREAS, the Charter School desires, by this Agreement, to grant to the BSA the authority to relay and disclose information to the Pleasant Valley School District (“Sponsoring District”) as needed for the oversight obligation.

**AGREEMENT**

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

**1. Term**

BSA shall commence providing services under this Agreement on July 1, 2023, and shall continue through June 30, 2024, unless this Agreement is terminated and/or otherwise cancelled prior to that time. This Agreement shall only remain in force and effect so long as the Charter School has an approved charter by the Sponsoring District.

**2. Services**

BSA shall provide Charter School with business services (“Services”). These Services shall include the following:

- 2.1. Accounting** – including establishment of a chart of accounts, account code structure, and financial ledgers; maintenance and posting of all financial transactions to the school’s ledgers, preparation of needed financial reports including monthly cash flow and balance sheets, monthly reconciliation to bank statements and annual reports and statements.

- 2.2.** Annual Audit – including selection of auditor through the BSA Board selection process, coordination of the audit, and preparation of all documents required by the BSA Board selected auditor. (Annual Audit fees charged by the auditing firm are the responsibility of the Charter School.)
- 2.3.** Payroll – including preparation of pay warrants; distribution of payroll checks and execution of direct deposits; calculation and forwarding of all tax, benefit, retirement, and other withholding; and preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities.
- 2.4.** Health benefits – including health benefit coordination, open enrollment, and billings (including collections of employee contributions and employer paid premiums) to the BSA Board selected Health Benefit Providers.
- 2.5.** Accounts Receivable and Payable – including processing of all purchase orders and check requests in a timely fashion, preparation and deposit of all deposits, and posting relevant information to appropriate ledgers.
- 2.6.** Vendor Approval Process – including processing all documents necessary to verify that all vendors meet the guidelines of the Charter School and IRS requirements.
- 2.7.** Budget Development and Fiscal Planning – consulting services of BSA staff to assist the Charter School in accurately identifying its revenues, comparing estimated revenues with actual revenues, assistance in projecting and monitoring expenditures, and assistance with preparing and revising long-term financial projections.
- 2.8.** Position control – including the tracking of all positions approved for payment by the Charter School. The Charter School’s governing board shall have the sole responsibility and authority to determine staffing levels, to select, hire, and terminate the employment of personnel and determine their responsibilities and compensation consistent with Federal and State laws, rules and regulations pertinent to charter schools and the Charter School’s policies.
- 2.9.** Human Resource services – including health and welfare benefit set-up and management, retirement system management, salary schedule preparation, Tax Sheltered Annuity set-up, and workers’ compensation monitoring.
- 2.10.** Vendor authority – BSA, acting on behalf of the Charter School, shall have power and authority, consistent with Federal and State law to: (1) procure insurance; (2) lease or otherwise contract with any third party for the use of facilities for school purposes and the operation and maintenance thereof; (3) accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor, as consistent with law and not contrary to any of the terms of this Agreement.
- 2.11.** Grant/categorical fund management – including all budgeting and accounting functions for all grants accepted by the Charter School’s governing board.

### **3. Exclusions (to be provided by the Charter School Staff or under separate contract)**

**3.1.** School Management

**3.2.** Dissemination of information; public relations

**3.3.** Recruiting, selecting, hiring, orienting, training, assigning and managing personnel

**3.4.** Special Education

**3.5.** Instructional Services

**3.6.** Management Information Services

**3.7.** Student records and information

**3.8.** Student assessment services

**3.9.** Grants development

**3.10.** ESCAPE system

### **4. Charter School Obligations**

Charter School shall be truthful with BSA, cooperate with BSA, keep BSA informed of developments, perform the obligations it has agreed to perform under this Agreement, provide requested information, and pay BSA's invoices in a timely and complete manner.

### **5. Fees**

The Charter School shall pay to BSA, for all BSA Services listed above, a fee of 6.75% of the Charter School's ADA-driven revenues, plus governmental grants. Fees will not be charged on funds received through local fund-raising efforts. Any additional Services agreed upon and provided by BSA will be charged at the approved "Extra Services Charge" set annually by the BSA Board of Directors. BSA shall provide quarterly invoices to the Charter School. The Charter School shall make payment to BSA within thirty (30) days of receipt of invoice from BSA.

### **6. Termination**

**6.1. For Convenience by BSA.** BSA, may at any time, with or without reason, terminate this Agreement with thirty (30) days' written notice and be compensated by the Charter School for the Services rendered to the date of termination. Written notice by BSA shall be sufficient to stop further performance of Services to Charter School. Notice shall be

deemed given when received by Charter School or no later than three (3) calendar days after the day of mailing, whichever is sooner.

**6.2. For Convenience by Charter School.** Charter School may, upon sixty (60) days' written notice, with or without reason, terminate this Agreement. Upon termination, Charter School shall be obligated to compensate BSA for Services rendered up to the date of termination. Written notice by Charter School shall be sufficient to stop further performance of Services by BSA. Notice shall be deemed given when received by the BSA or no later than three (3) days after the day of mailing, whichever is sooner.

**6.3. With Cause by BSA.** BSA may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

**6.3.1.** Material violation of this Agreement by Charter School; or

**6.3.2.** Any act by Charter School exposing BSA to liability to others for personal injury or property damage; or

**6.3.3.** Charter School is revoked or closed by the Sponsoring District.

Written notice by BSA shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. Upon termination, BSA shall be paid for all Services performed prior to the termination. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the BSA.

**6.4.** The Parties agree that BSA shall maintain all pertinent documents upon termination of this Agreement. The Charter School may request copies of such documents to be provided at its sole cost upon termination of the Agreement.

## **7. Indemnification.**

To the furthest extent permitted by California law, Charter School shall, at its sole expense, indemnify, and hold harmless the BSA, the State of California, the Board of Directors, and their agents, representatives, officers, contractors, employees, directors, and volunteers (the "BSA Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and contractors and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Charter School, its agents, representatives, officers, contractors, directors, and volunteers under or in conjunction with this Agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the BSA Parties. Charter School shall, to the furthest extent permitted by California law, defend the BSA Parties at

Charter School's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by BSA where such approval is not to be unreasonably withheld. Whereas the cost to defend the BSA Parties charged to the Charter School shall not exceed the proportionate percentage of Charter School's fault as determined by a court of competent jurisdiction, any amounts paid in excess of such established fault will be reimbursed by the BSA. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, such defendant shall meet and confer with other parties regarding unpaid defense costs. The BSA shall have the right to accept or reject any legal representation that Charter School proposes to defend the BSA Parties.

## **8. Disputes**

In the event of a dispute between the Parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the Parties shall attempt to resolve the dispute in good faith. The Parties further agree that their participation in mediation is a condition precedent to any Party pursuing any other available remedy in relation to the dispute. Notice of the demand for mediation of a dispute shall be filed in writing with the other Party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other Party, but in no case longer than ninety (90) days after initial written notice. The Parties agree to share equally in the costs of the mediation but shall bear their own costs incurred for representation by counsel.

If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the BSA shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the BSA's right to bring a civil action against the Charter School. For purposes of those provisions, the running of the time within which a claim must be presented to the Charter School shall be tolled from the time the BSA submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

## **9. Notice**

Any notice or instrument required or permitted to be given or delivered by this Agreement shall be deemed to have been given, served, or received if given in writing and either personally delivered or deposited in the United States Post Office, Registered or Certified Mail, Return Receipt Requested, postage prepaid, or sent by overnight delivery service addressed to:

**BSA:**

Ventura County Schools Business Services Authority  
Attn: Tami Peterson, Chief Business Official  
5100 Adolfo Road  
Camarillo, CA 93012  
Phone: (805) 383-1972  
Email: [tpeterson@vcoe.org](mailto:tpeterson@vcoe.org)

**Charter School:**

Peak Prep Pleasant Valley  
Attn; Dr. Shalen Bishop  
2150 Pickwick Drive # 304  
Camarillo, CA 93010  
Email: [Shalen.bishop@peak-prep.org](mailto:Shalen.bishop@peak-prep.org)

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) calendar days after deposit in the United States mail. All notices must be accompanied by a courtesy copy sent via email. The names and addresses may be changed at any time by written notice as provided above.

**10. California Law and Venue**

This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the County of Ventura, California.

**11. General Provisions**

**11.1. Assignment**

Neither Party may assign nor transfer all or any portion of its rights or obligations contained in this Agreement without obtaining the prior written consent of the other Party, which consent shall not be unreasonably withheld. Any purported assignment without the other Party's prior written consent shall be void.

**11.2. No Rights in Third Parties**

This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

**11.3. Time of Essence**

Time is expressly declared to be of the essence in the performance of each and every provision of this Agreement.

**11.4. Integration/Entire Agreement**

This Agreement constitutes the entire Agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written.

**11.5. Amendments**

This Agreement may be amended or modified only in writing signed by both Parties. Both governing bodies shall approve and/or ratify amendments.

**11.6. Waiver**

The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

**11.7. Provisions Required by Law Deemed Inserted**

Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

**11.8. Authority to Bind Parties**

Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

**11.9. Warranty of Authority**

Each Party has the full power and authority to enter into and perform this Agreement. The persons executing this Agreement on behalf of the BSA, and the Charter School represent and warrant that they are duly authorized and



empowered to execute this Agreement and to bind their respective Party to all terms and conditions of this Agreement.

**11.10. Severability**

If any section, subsection, sentence, clause or phrase of this Agreement, or the application thereof to any of the Parties, is for any reason held by a court of competent jurisdiction to be invalid, void, or unenforceable, the validity of the remainder of the Agreement shall not be affected, impaired, or invalidated thereby in any way and may be enforced by the Parties to this Agreement.

**11.11. Attorney's Fees/Costs**

Should litigation be necessary to enforce any terms or provisions of this Agreement, then each Party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

**11.12. Interpretation**

In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any Party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

**11.13. Counterparts**

This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

**11.14. Recitals**

The Recitals set forth above are hereby fully incorporated herein by reference.

*[SIGNATURES ON FOLLOWING PAGE]*

IN WITNESS WHEREOF, the parties have executed this Agreement as the date indicates below.

**VENTURA COUNTY SCHOOLS BUSINESS SERVICE AUTHORITY**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Tami Peterson

Title: Chief Business Official

**PEAK PREP PLEASANT VALLEY**

Dated: \_\_\_\_\_

By: \_\_\_\_\_

Shalen Bishop

Title: Executive Director

**2022–23 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B AFUA are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
 Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2022–23 Title II, Part A allocation	\$11,314
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2022–23 Title II, Part A allocation after transfers out	\$11,314

**Title IV, Part A Transfers**

2022–23 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2022–23 Title IV, Part A allocation after transfers out	\$10,000

**\*\*\*Warning\*\*\***

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### 2022–23 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

2022–23 Title I, Part A LEA allocation (+)	\$87,454
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2022–23 Title I, Part A LEA available allocation	\$87,454

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2022–23 Approved indirect cost rate	4.65%
Indirect cost reservation	\$3,886
Administrative reservation	\$9,232

**Reservation Summary**

Total LEA required and authorized reservations	\$13,218
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$74,236

**\*\*\*Warning\*\*\***

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**2022–23 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$11,314
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2022–23 Total allocation	\$11,314
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2022–23 Title II, Part A adjusted allocation	\$11,314

**\*\*\*Warning\*\*\***

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**2022–23 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2022–23 Title IV, Part A LEA allocation	\$10,000
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2022–23 Title IV, Part A LEA available allocation	\$10,000

**Reservations**

Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2022–23 Title IV, Part A LEA adjusted allocation	\$10,000

**\*\*\*Warning\*\*\***

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**2022–23 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

**\*\*\*Warning\*\*\***

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### 2022–23 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

### Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2021–22) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Peak Prep Pleasant Valley	0139592	P	12	3	300	229

**\*\*\*Warning\*\*\***

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**2022–23 Title I, Part A Notification of Authorization of Schoolwide Program**

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Peak Prep Pleasant Valley	0139592	Y	76.33	06/07/2023	03/17/2021

**\*\*\*Warning\*\*\***

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**2022–23 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

**LEA meets small LEA criteria.**

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

**Allowable Discretion Codes**

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	76.33%
Available Title I, Part A school allocations	\$74,236
Available parent and family engagement reservation	\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2021–22 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Peak Prep Pleasant Valley	0139592	3	300	229	76.33	*	*	1	324.17	74234.93	\$0	\$0	74234.93	

**\*\*\*Warning\*\*\***

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POLICY NO. 23-5

*Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes*

**Background**

Pursuant to Education Code Section 48000, Peak Prep Pleasant Valley (the “Charter School”) shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers’ eligibility to be assigned to a transitional kindergarten classroom.

The Board recognizes that students participating in independent study and who do not receive classroom instruction are not instructed by a teacher in a “classroom” including a “transitional kindergarten classroom,” as that term is ordinarily used in practice. The Board notes the California Department of Education (“CDE”) previously advised that independent study teachers were not required to satisfy the heightened training requirements for transitional kindergarten under Section 48000(g)(4), however, the CDE revised its guidance as of October 2022 to take the position that independent study teachers are subject to those new requirements. Therefore, all teachers of record at the Charter School who, as of August 1, 2023, have transitional kindergarten students on the roster (i.e., transitional kindergarten students are assigned to them on the California Longitudinal Pupil Achievement Data System) shall be subject to this policy until such time as the law or the CDE provides any clarification varying these requirements.

Pursuant to this Policy, each teacher serving as the teacher of record for transitional kindergarten students and who are assigned to a transitional kindergarten classroom shall possess a valid and appropriate credential issued by the Commission on Teacher Credentialing, and satisfy at least one of the following specialized qualification standards:

**Option 1 – Qualification Under Education Code Section 48000(g)(4)(A)**

*Qualification based on completion of sufficient coursework in the required subject(s).*

Section 48000(g)(4)(A) allows for the assignment of teachers to a transitional kindergarten classroom if they have earned at least 24 units in early childhood education, or childhood development, or both.

Section 48000.1(a) provides that for purposes of assessing a teacher’s qualifications under this standard, “units” means semester units, or their quarterly equivalent, as used for the purposes of a degree program at the University of California, California State University, California Community Colleges, or independent institutions of higher education. An “independent institution of higher education” means a nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

The Executive Director of the Charter School or designee may assign a credentialed teacher to a transitional kindergarten classroom upon verification that the teacher completed the required coursework in the required subject area(s), and that the credits were earned at a qualifying institution, as defined above. The Executive Director or designee shall verify a teacher's qualifications by examining their official transcript from a qualifying institution, and confirm that the credits were earned in "childhood education" or "childhood development" by reference to all relevant and available information, including the academic department that conducted the course, the name of the course, the course description, and any written documentation or verification available from the institution describing the subject of the course.

For purposes of credits reported as quarter units, the Charter School shall treat 36 quarter units as 24 semester units, which the Board determines to be reasonable by reference to the conversion standard articulated in 5 California Code of Regulations ("CCR") Section 40103.

This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee's file, along with all backup documentation to support the verification, e.g., copies of transcripts, course descriptions, etc.

**Option 2 – Qualification Under Education Code Section 48000(g)(4)(B)**

*Qualification based on professional experience.*

Section 48000(g)(4)(B) allows for the assignment of a teacher to a transitional kindergarten classroom where the local educational agency employing the teacher determines and documents that they possess professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, pursuant to criteria established by the governing body of the local educational agency.

The Board adopts the following criteria for determining that a teacher has professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education or childhood development:

The Executive Director may recommend to the Board that it approve a teacher for assignment as a transitional kindergarten teacher based on (1) documentation verifying that teacher's prior professional experience assigned to work in a classroom setting with children ages 3, and/or 4, comparable to approximately 1,152 hours or more of work as a lead or co-teacher; and (2) evidence that the teacher performed competently in their most recent professional experience with such children.

The Board finds that 1,152 hours of experience is appropriate by reference to the standard in 5 CCR Section 55002.5(a), which provides that "[o]ne credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work ... which may include inside and/or outside-of-class hours." Twenty-four semester credits multiplied by forty-eight hours for each unit equals 1,152 hours. The Board finds that one academic years of fulltime employment shall be deemed to satisfy these hour requirements based on the typical in-class and outside-of-class demands on a typical teacher during an academic year (i.e., a seven-hour workday multiplied by 175 instructional days equals 1,225 hours.) Specifically, the Board finds that

because 24 units equates to a year of full-time study, and a year of employment working with preschool age children involves both practical experience and learning inside the classroom, and planning, research, and professional development outside of the classroom, that one-year of employment working with preschool age children is “comparable” to 24 units of study in early childhood education and child development.

The Executive Director shall also determine that the teacher’s performance was satisfactory for at least the latest academic year of their professional work with preschool age children by reference to any available sources of information, including but not limited to prior performance reviews, letters or statements of reference, observations, lesson plan reviews, familiarity with California Preschool Learning Foundations, and/or interviews with the teacher conducted by the Executive Director to assess their familiarity with early childhood education and child development principles and best practices.

The Executive Director of the Charter School shall verify each candidate teacher’s professional experience using the template attached to this policy as **Exhibit A**. If the Board is satisfied based on the documentation that a teaching candidate possesses professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, and the Board adopts a resolution affirming the same (*see* **Exhibit B** the Charter School may assign that teacher to a transitional kindergarten classroom. All documentation related to the teacher’s qualifications under this pathway shall be maintained the employee’s file.

**Option 3 - Qualification Under Education Code Section 48000(g)(4)(C)**

*Qualification based on a child development teacher permit, or an early childhood education specialist credential*

Section 48000(g)(4)(C) allows for the assignment of a teacher to a transitional kindergarten classroom if they possess a child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The Executive Director of the Charter School or designee may assign a teacher to a transitional kindergarten classroom pursuant to this provision upon verification that the teacher has been issued a child development teacher permit, or an early childhood education specialist credential by the Commission on Teacher Credentialing. This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee’s file, along with all backup documentation to support the verification, e.g., permit or credential documents.

## **Exhibit A**

### Template Form for Verifying Eligibility for Teacher Assignment in Transitional Kindergarten Classrooms

**Verification of Eligibility for Assignment in a  
Transitional Kindergarten Classroom**

In accordance with the Education Code section(s) indicated below and the Charter School’s *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the “Policy”), the Executive Director may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher’s qualifications.

Teacher Name: \_\_\_\_\_ Darla Hanson \_\_\_\_\_

Existing Credential Type(s): \_CA Clear Multiple Subject Credential with CLAD

School Year of Assignment: 23-24 (and beyond if continued employment)

**Qualification Under Education Code Section 48000(g)(4)(A)**

Qualification based on completion of sufficient coursework in the subject to be taught.

**Not Applicable**

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

<b>Name of Educational Institution</b>	
<b>Institution Type</b> (must check one)	<input type="checkbox"/> University of California <input type="checkbox"/> California State University <input type="checkbox"/> California Community Colleges <input type="checkbox"/> Independent institutions of higher education <ul style="list-style-type: none"> <li><input type="checkbox"/> nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both</li> <li><input type="checkbox"/> formed as a California nonprofit corporations in this state</li> <li><input type="checkbox"/> accredited by an agency recognized by the United States Department of Education.</li> </ul> Specify _____.
<b>Transcript Review</b> (must check)	<input type="checkbox"/> Completed review of an official transcript issued to the above teacher <input type="checkbox"/> Transcript is attached to this verification
<b>Qualifying Courses</b> (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: <ul style="list-style-type: none"> <li><input type="checkbox"/> Childhood Development</li> <li><input type="checkbox"/> Early Childhood Education Units</li> </ul> Course Units: _____

	<input type="checkbox"/> Semester Units <input type="checkbox"/> Quarter Units Course Grade: _____ (Must be a passing grade) <input type="checkbox"/> Documentation of course content is attached to this verification (if course content is not evident from transcript)
<b>Unit Total</b>	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

**Qualification Under Education Code Section 48000(g)(4)(B)**

Qualification based on Professional Experience

(Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

<b>Name of Employer:</b>	<b><u>Peak Prep Pleasant Valley</u></b>
<b>Employer Address:</b>	
<b>Role:</b>	x Lead teacher
<b>Dates of Employment:</b>	
<b>Age(s) of prekindergarten students (check all that apply)</b>	<input type="checkbox"/> 3 year olds (approx. number: _____) x 4 year olds (approx. number: <u>  6  </u> )
<b>Weekly schedule/hours applicable of experience working with prekindergarten students:</b>	<b>8:00am-3:30pm</b>
<b>Weekly hours of preparation for working with prekindergarten students:</b>	<b>8:00am-3:30pm</b>
<b>Verification of services and dates of employment working with prekindergarten students</b>	<input checked="" type="checkbox"/> Reviewed resume/CV (attach resume/CV to this verification)  Verified prior employment via <input type="checkbox"/> telephone Date: _____ Name: _____ <input type="checkbox"/> written communication (attach to this verification) <b>x</b> other: Current Peak Prep TK Teacher for past 3 years. _____



<b>Verification of comparability of 24 semester units of experience (1,152 classroom hours)</b>	<input checked="" type="checkbox"/> One academic year of full-time experience or more <input checked="" type="checkbox"/> Other: ___3 years of Full time TK Teacher_____
<b>Evidence of competency working with preschool age children (check all that apply)</b>	<input checked="" type="checkbox"/> Performance reviews (include in personnel file) <input type="checkbox"/> Letters or statements of reference (include in personnel file) <input checked="" type="checkbox"/> Observations (include in personnel file) <input type="checkbox"/> Lesson plan reviews (include in personnel file) <input type="checkbox"/> Familiarity with California Preschool Learning Foundations (include in personnel file) <input type="checkbox"/> Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) <p>Describe/summarize evidence of competency:  _____Ms. Hanson has been employed with Peak Prep for the past 3 years as the TK Teacher. She has done an outstanding job and has worked with the Kindergarten teacher to meet the needs of her students.</p> _____ _____ _____ _____ _____ _____

**Qualification Under Education Code Section 48000(g)(4)(C)**

Qualification based on a child development teacher permit, or an early childhood education specialist credential

**Not Applicable**

<b>Teacher possesses a qualifying document</b> (check one):	<input type="checkbox"/> child development teacher permit (copy attached) <input type="checkbox"/> early childhood education specialist credential (copy attached)
<b>Date issued:</b>	
<b>Expiration date:</b>	

**Verification of Executive Director**

(Check statement as applicable)

**Qualification Under Education Code Section 4800(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

**Qualification Under Education Code Section 4800(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, Ms. Darla Hanson] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

**Qualification Under Education Code Section 4800(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: \_\_\_\_\_ Date: \_\_5/31/2023\_\_\_\_\_  
Executive Director

# **Exhibit B**

## Model Board Resolution

## Board Resolution

WHEREAS, Peak Prep Pleasant Valley (the “Charter School”), has a need to assign a teacher to teach transitional kindergarten students in the 2023-2024 year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4);

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where “[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)]”;

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes*;

WHEREAS, the Charter School’s Executive Director has recommended that Ms. Darla Hanson be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience;

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Ms. Hanson’s professional experience in a classroom setting with preschool age children in accordance with the Board’s criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Ms. Hanson possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a Regular meeting on 6/7/2023

I, Dr. Shalen Bishop, am the President of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on 6/7/2023 and that this Resolution has not been revoked.

Date:6/7/2023

\_\_\_\_\_  
Dr. Shalen Bishop  
Board of Directors