



Peak Prep Pleasant Valley

Board Meeting Agenda—Annual Board Meeting  
August 2nd, 2023  
3:30pm

**Meeting Location:**

PVSD  
600 Temple Ave  
Camarillo, CA 93010  
Rm 24

**Remote Meeting Access:**

Join Zoom Meeting

<https://us02web.zoom.us/j/89066585951?pwd=eW05S05ha1BnbW9wL2RJMERrb1AwUT09>

***Meeting ID: 890 6658 5951***

***Passcode: PeakPrep***

One tap mobile

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+13092053325,,89066585951#,,,,\*46849065# US

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Dial by your location

• +1 305 224 1968 US

- +1 309 205 3325 US
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**Meeting ID: 890 6658 5951**  
**Passcode: 46849065**

Find your local number: <https://us02web.zoom.us/j/89066585951>

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

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.

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

Roll Call Vote:

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

**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/89066585951?pwd=eW05S05ha1BnbW9wL2RJMERrb1AwUT09>

(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) Discussion on Appointment of Board Officers.** The Board will discuss the officer roles provided for under the Bylaws and potential appointments thereunder.

**B) Action – Election of the President.** The Board will nominate and elect a President of the Board.

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

**C) Action - Election of the Secretary.** The Board will nominate and elect a Secretary of the Board in September

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

**D) Action - Election of the Chief Financial Officer.** The Board will nominate and elect a Chief Financial Officer.

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

**E) Action Election of the Board Chair.** The Board will nominate and elect a Board Chair.

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

**F) 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 June 1st, 2023 through July 31st, 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 June 1st, 2023 through July 31st, 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 June 1<sup>st</sup> 2023 through July 31<sup>st</sup>, 2023 Board Reports.*

**4. Approve Minutes from 6/7/2023 & 7/18/2023 Board Meetings.**

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

**G) Superintendent Report (No Action, just reporting out different aspects of the school program)**

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

**H) The Board will review, discuss, and consider the approval of the 2023-2024 annual updated policies/notices along with Family Handbook.** Yearly, legal reviews and updates our policies for any additional legal requirements.

- d. Family Handbook
- e. Foster and Mobile Youth Policy
- f. Homeless Children and Youth Policy
- g. Educational Records and Student Information Policy
- h. Student Freedom of Speech and Expression Policy
- i. Suicide Prevention Policy
- j. Title IX Harassment Intimidation Discrimination And Bullying Policy  
UCP Policy and Procedures

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

**I) The Board will review and consider the approval of the CARS Spring 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.

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

**J) The Board will Review, discuss and consider approving the Board Calendar.**

These are the recommended regular scheduled board meetings for the 23-24 school year.

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

**K) The Board will Review, discuss and consider approving the updated Budget.** This budget is the same as last approved board budget; however, it now reflects the returned funds from the State Board and updated COLA.

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

**IV. Closed Session**

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

**V. Board Members Remarks and Announcements**

**V. ADJOURNMENT**

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

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

Adjourned at \_\_\_\_

**Fund 620 - Peak Prep** **Fiscal Year 2022/23 Through June 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	2,416,745.00	2,358,625.00	58,120.00	97.60
8012	Education Protection Act	65,092.00	56,716.00	56,716.00		100.00
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	1,145,277.00	1,584,739.00	439,462.00-	138.37
<b>Total LCFF Revenue Sources</b>		<b>3,614,959.00</b>	<b>3,618,738.00</b>	<b>3,643,611.00</b>	<b>24,873.00-</b>	<b>100.69</b>
<b>Federal Revenue</b>						
8181	Special Education Entitlement	43,080.00	48,071.00	70,796.30	22,725.30-	147.27
8290	All Other Federal Revenue	423,319.00	511,827.00	539,507.95	27,680.95-	105.41
<b>Total Federal Revenue</b>		<b>466,399.00</b>	<b>559,898.00</b>	<b>610,304.25</b>	<b>50,406.25-</b>	<b>109.00</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	102,038.00	114,449.15	12,411.15-	112.16
8590	Other State		605,697.00	666,005.82	60,308.82-	109.96
<b>Total Other State Revenues</b>		<b>86,291.00</b>	<b>718,586.00</b>	<b>791,305.97</b>	<b>72,719.97-</b>	<b>110.12</b>
<b>Other Local Revenue</b>						
8660	Interest	5,000.00	9,000.00	13,651.72	4,651.72-	151.69
8699	All Other Local Revenue	2,000.00	18,674.00	18,673.65	.35	100.00
8792	Transfers of Apportionments Fr	223,929.00	297,224.00	297,054.00	170.00	99.94
<b>Total Other Local Revenue</b>		<b>230,929.00</b>	<b>324,898.00</b>	<b>329,379.37</b>	<b>4,481.37-</b>	<b>101.38</b>
<b>Total Year To Date Revenues</b>		<b>4,398,578.00</b>	<b>5,222,120.00</b>	<b>5,374,600.59</b>	<b>152,480.59-</b>	<b>102.92</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	1,770,034.00		1,770,034.09	.09-	100.00
1130	Certificated Stipends	63,000.00	110,750.00		115,500.00	4,750.00-	104.29
1140	Certificated Extra Duty		4,000.00		5,000.00	1,000.00-	125.00
1200	Certificated Pupil Support Sal	278,433.00	300,909.00		300,908.90	.10	100.00
1230	Cert Pupil Support Stipend	12,000.00	13,500.00		14,000.00	500.00-	103.70
1240	Cert.Pupil Support Extra Dty				1,500.00	1,500.00-	NO BDGT
1300	Certificated Administrators	283,395.00	309,395.00		322,801.22	13,406.22-	104.33
1330	Administration Stipend	19,500.00	32,000.00		13,750.00	18,250.00	42.97
1940	Other Cert-Extra Duty		3,645.00		8,220.00	4,575.00-	225.51



Fund 620 - Peak Prep

Fiscal Year 2022/23 Through June 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Total Certificated Salaries</b>		<b>2,546,328.00</b>	<b>2,544,233.00</b>	<b>.00</b>	<b>2,551,714.21</b>	<b>7,481.21-</b>	<b>100.29</b>
<b>Classified Salaries</b>							
2100	Instructional Aides		27,150.00		29,713.46	2,563.46-	109.44
2300	Classified Administrators		20,178.00		20,951.52	773.52-	103.83
2400	Clerical & Office Salaries	194,327.00	172,872.00		173,806.14	934.14-	100.54
2450	Clerical & Office Overtime				399.00	399.00-	NO BDGT
<b>Total Classified Salaries</b>		<b>194,327.00</b>	<b>220,200.00</b>	<b>.00</b>	<b>224,870.12</b>	<b>4,670.12-</b>	<b>102.12</b>
<b>Employee Benefits</b>							
3301	OASDI/Medicare Certificated	188,444.00	188,247.00		188,801.21	554.21-	100.29
3302	OASDI/Medicare Classified	14,778.00	16,693.00		17,050.41	357.41-	102.14
3401	Health/Dental/Vision Cert	307,754.00	266,069.00		266,069.53	.53-	100.00
3402	Health/Dental/Vission Class	45,972.00	30,799.00		31,035.57	236.57-	100.77
3501	SUI Certificated	12,457.00	12,507.00		12,460.96	46.04	99.63
3502	SUI Classified	966.00	1,091.00		1,050.85	40.15	96.32
3601	Workers' Comp Certificated	42,017.00	38,672.00		38,786.30	114.30-	100.30
3602	Workers' Comp Classified	3,206.00	3,347.00		3,417.96	70.96-	102.12
3901	403B and OtherBenCert	4,086.00	4,975.00		4,974.04	.96	99.98
3902	403B and OtherBen Class	108.00	229.00		277.72	48.72-	121.28
<b>Total Employee Benefits</b>		<b>619,788.00</b>	<b>562,629.00</b>	<b>.00</b>	<b>563,924.55</b>	<b>1,295.55-</b>	<b>100.23</b>
<b>Books and Supplies</b>							
4100	Textbooks	234,784.00	290,586.00		228,169.05	62,416.95	78.52
4300	Materials and Supplies	67,465.00	69,786.00		35,931.54	33,854.46	51.49
4400	Non-Capitalized Equipment		318,964.00		320,004.18	1,040.18-	100.33
<b>Total Books and Supplies</b>		<b>302,249.00</b>	<b>679,336.00</b>	<b>.00</b>	<b>584,104.77</b>	<b>95,231.23</b>	<b>85.98</b>
<b>Services and Other Operating Expenditures</b>							
5200	Travel and Conference	5,202.00	5,202.00		796.93	4,405.07	15.32
5220	Staff Development	55,187.00	77,884.00		87,440.79	9,556.79-	112.27
5300	Dues and Memberships	13,385.00	2,365.00		2,944.00	579.00-	124.48
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	410,276.00	6,050.75	456,604.37	52,379.12-	111.29
5801	Audit Services	15,000.00	15,000.00	3,675.00	4,830.25	6,494.75	32.20
5803	Business Services Authority	296,432.00	350,625.00		296,432.00	54,193.00	84.54
5804	Employment Fees		1,103.00		1,598.21	495.21-	144.90
5899	Legal Services Box 14	30,000.00	30,000.00		31,936.72	1,936.72-	106.46
5901	Communication Services-Phone	7,785.00	9,000.00		10,372.86	1,372.86-	115.25

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 638, Starting Period = 1, Ending Account Period = 12, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

**Fund 620 - Peak Prep**

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

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Services and Other Operating Expenditures (continued)</b>							
5902	Internet Services	5,054.00	12,000.00		14,544.78	2,544.78-	121.21
5903	Postage	5,150.00	4,500.00		4,857.97	357.97-	107.95
<b>Total Services and Other Operating Expenditures</b>		<b>682,689.00</b>	<b>948,250.00</b>	<b>9,725.75</b>	<b>942,653.88</b>	<b>4,129.63-</b>	<b>99.41</b>
<b>Total Year To Date Expenditures</b>		<b>4,345,381.00</b>	<b>4,954,648.00</b>	<b>9,725.75</b>	<b>4,867,267.53</b>	<b>77,654.72</b>	<b>98.24</b>

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through June 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	427,930.99	2,210,765.12
9200	Accounts Receivable	832,720.28	832,720.28-	
9201	Accounts Receivable-Payroll	2,751.85		2,751.85
9211	Accounts Receivable (Clear)		207,862.00	207,862.00
9290	Due From Other Governments	1,111,745.23	1,078,916.67-	32,828.56
9330	Prepaid Rent	73,083.72	14,183.12	87,266.84
	<b>Total Assets</b>	<b>3,803,135.21</b>	<b>1,261,660.84-</b>	<b>2,541,474.37</b>
<b>Liabilities</b>				
9510	Accounts Payable	936,228.52	868,658.52-	67,570.00
9511	Accounts Payable (Clear)		25,882.22	25,882.22
9530	Summer Pay Liability		989.60	989.60
9534	Health & Welfare Ins Payable		23,199.90	23,199.90
9535	State Unemployment Insurance	2,372.28	3,007.73-	635.45-
9536	Workers' Comp Ins Payable	99.60-	1,070.98-	1,170.58-
9539	Miscellaneous Deductions	2,372.19	1,402.59-	969.60
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>1,768,993.90-</b>	<b>116,805.29</b>
	<b>Calculated Fund Balance</b>	<b>1,917,336.02</b>	<b>507,333.06</b>	<b>2,424,669.08</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>507,333.06</b>	<b>507,333.06</b>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>507,333.06</b>	

**Memo Only - Ending Fund Balance Accounts**

	Adopted	Revised
<b>Reserves</b>		
9720 Reserve for Encumbrances		9,725.75
<b>Other Designations</b>		
9790 Undesignated/Unappropriated	1,369,970.00	1,102,193.00
<b>9796 - 9799</b>		
9796 Capital Assets Net of Debt	500,602.00	247,732.00
9797 Restricted Net Assets	104,385.00	834,883.00

Fund 620 - Peak Prep

Fiscal Year 2022/23 Through June 2023

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

Fund 620 - Peak Prep		Fiscal Year 2022/23 Through June 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	5,222,120.00		5,374,600.59	152,480.59-	102.92
B. Expenditures	4,345,381.00	4,954,648.00	9,725.75	4,867,267.53	77,654.72	98.24
C. Subtotal (Revenue LESS Expense)	53,197.00	267,472.00		507,333.06	230,135.31-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	53,197.00	267,472.00		507,333.06	230,135.31-	
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	2,184,808.00		2,424,669.08		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,369,970.00	1,102,193.00				
Other	604,987.00	1,082,615.00		9,725.75		

**Fund 620 - Peak Prep** **Fiscal Year 2023/24 Through July 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	2,254,610.00	2,254,610.00	132,815.00	2,121,795.00	5.89
8012	Education Protection Act	56,716.00	56,716.00		56,716.00	
8096	Trs In-Lieu from Property Tax	1,145,277.00	1,145,277.00		1,145,277.00	
<b>Total LCFF Revenue Sources</b>		<b>3,456,603.00</b>	<b>3,456,603.00</b>	<b>132,815.00</b>	<b>3,323,788.00</b>	<b>3.84</b>
<b>Federal Revenue</b>						
8181	Special Education Entitlement	41,683.00	41,683.00		41,683.00	
8290	All Other Federal Revenue	509,993.00	509,993.00	19.00	509,974.00	0.00
<b>Total Federal Revenue</b>		<b>551,676.00</b>	<b>551,676.00</b>	<b>19.00</b>	<b>551,657.00</b>	<b>0.00</b>
<b>Other State Revenues</b>						
8550	Mandated Cost Reimbursements	9,307.00	9,307.00		9,307.00	
8560	State Lottery Grant	69,805.00	69,805.00		69,805.00	
<b>Total Other State Revenues</b>		<b>79,112.00</b>	<b>79,112.00</b>	<b>.00</b>	<b>79,112.00</b>	
<b>Other Local Revenue</b>						
8660	Interest	7,500.00	7,500.00		7,500.00	
8792	Transfers of Apportionments Fr	234,270.00	234,270.00		234,270.00	
<b>Total Other Local Revenue</b>		<b>241,770.00</b>	<b>241,770.00</b>	<b>.00</b>	<b>241,770.00</b>	
<b>Total Year To Date Revenues</b>		<b>4,329,161.00</b>	<b>4,329,161.00</b>	<b>132,834.00</b>	<b>4,196,327.00</b>	<b>3.07</b>

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail</b>							
<b>Certificated Salaries</b>							
1100	Teacher	1,847,792.00	1,847,792.00	1,656,178.59		191,613.41	
1130	Certificated Stipends	90,500.00	90,500.00	2,500.00		88,000.00	
1140	Certificated Extra Duty	32,000.00	32,000.00			32,000.00	
1200	Certificated Pupil Support Sal	329,071.00	329,071.00	329,072.26		1.26-	
1230	Cert Pupil Support Stipend	23,500.00	23,500.00			23,500.00	
1300	Certificated Administrators	287,534.00	287,534.00	263,572.87	23,961.17	.04-	8.33
1330	Administration Stipend	34,500.00	34,500.00			34,500.00	
1940	Other Cert-Extra Duty	7,500.00	7,500.00			7,500.00	
<b>Total Certificated Salaries</b>		<b>2,652,397.00</b>	<b>2,652,397.00</b>	<b>2,251,323.72</b>	<b>23,961.17</b>	<b>377,112.11</b>	<b>0.90</b>
<b>Classified Salaries</b>							
2100	Instructional Aides	26,407.00	26,407.00			26,407.00	
2300	Classified Administrators	106,360.00	106,360.00	92,406.83	3,974.53	9,978.64	3.74

Fund 620 - Peak Prep

Fiscal Year 2023/24 Through July 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
<b>Expenditure Detail (continued)</b>							
<b>Classified Salaries (continued)</b>							
2330	Class Admin Stipends			10,000.00		10,000.00-	NO BDGT
2400	Clerical & Office Salaries	188,955.00	188,955.00	181,195.70	7,759.26	.04	4.11
	<b>Total Classified Salaries</b>	<b>321,722.00</b>	<b>321,722.00</b>	<b>283,602.53</b>	<b>11,733.79</b>	<b>26,385.68</b>	<b>3.65</b>
<b>Employee Benefits</b>							
3301	OASDI/Medicare Certificated	199,211.00	199,211.00	168,210.18	1,833.03	29,167.79	0.92
3302	OASDI/Medicare Classified	24,460.00	24,460.00	21,544.69	897.65	2,017.66	3.67
3401	Health/Dental/Vision Cert	413,485.00	413,485.00	247,693.70		165,791.30	
3402	Health/Dental/Vission Class	55,585.00	55,585.00	39,706.00		15,879.00	
3501	SUI Certificated	1,307.00	1,307.00	1,105.05	11.98	189.97	0.92
3502	SUI Classified	160.00	160.00	140.63	5.86	13.51	3.66
3601	Workers' Comp Certificated	46,207.00	46,207.00	39,217.84	417.40	6,571.76	0.90
3602	Workers' Comp Classified	5,605.00	5,605.00	4,940.41	204.41	460.18	3.65
3901	403B and OtherBenCert	4,176.00	4,176.00	4,174.30		1.70	
3902	403B and OtherBen Class	526.00	526.00	526.20		.20-	
	<b>Total Employee Benefits</b>	<b>750,722.00</b>	<b>750,722.00</b>	<b>527,259.00</b>	<b>3,370.33</b>	<b>220,092.67</b>	<b>0.45</b>
<b>Books and Supplies</b>							
4100	Textbooks	247,947.00	247,947.00	1,012.50	51,482.50	195,452.00	20.76
4300	Materials and Supplies	71,239.00	71,239.00	2,107.46	1,500.00	67,631.54	2.11
4400	Non-Capitalized Equipment	206,405.00	206,405.00	38,969.38	36,556.25	130,879.37	17.71
	<b>Total Books and Supplies</b>	<b>525,591.00</b>	<b>525,591.00</b>	<b>42,089.34</b>	<b>89,538.75</b>	<b>393,962.91</b>	<b>17.04</b>
<b>Services and Other Operating Expenditures</b>							
5200	Travel and Conference	5,358.00	5,358.00			5,358.00	
5220	Staff Development	46,733.00	46,733.00	6,300.00	3,619.50	36,813.50	7.75
5300	Dues and Memberships	2,436.00	2,436.00		385.00	2,051.00	15.80
5450	Other Insurance	32,848.00	32,848.00		35,401.00	2,553.00-	107.77
5600	Repair, Maintenance Building	31,396.00	31,396.00	29,511.45		1,884.55	
5800	Professional/Consultion Servic	278,616.00	278,616.00	21,232.69	34,040.42	223,342.89	12.22
5801	Audit Services	12,390.00	12,390.00			12,390.00	
5803	Business Services Authority	291,712.00	291,712.00			291,712.00	
5804	Employment Fees	1,000.00	1,000.00			1,000.00	
5899	Legal Services Box 14	30,000.00	30,000.00			30,000.00	
5901	Communication Services-Phone	9,270.00	9,270.00			9,270.00	
5902	Internet Services	12,360.00	12,360.00	15,768.00		3,408.00-	
5903	Postage	4,635.00	4,635.00			4,635.00	
	<b>Total Services and Other Operating Expenditures</b>	<b>758,754.00</b>	<b>758,754.00</b>	<b>72,812.14</b>	<b>73,445.92</b>	<b>612,495.94</b>	<b>9.68</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)

ESCAPE ONLINE

Fund 620 - Peak Prep

Fiscal Year 2023/24 Through July 2023

Total Year To Date Expenditures	5,009,186.00	5,009,186.00	3,177,086.73	202,049.96	1,630,049.31	4.03
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Fund 620 - Peak Prep		Fiscal Year 2023/24 Through July 2023		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
<b>Fund Reconciliation</b>				
<b>Assets</b>				
9110	Cash in County Treasury	2,210,765.12	126,193.92-	2,084,571.20
9200	Accounts Receivable		4,756.54-	4,756.54-
9290	Due From Other Governments		15,456.00-	15,456.00-
9330	Prepaid Rent		46,436.36-	46,436.36-
	<b>Total Assets</b>	<b>2,210,765.12</b>	<b>192,842.82-</b>	<b>2,017,922.30</b>
<b>Liabilities</b>				
9510	Accounts Payable		93,452.22-	93,452.22-
9534	Health & Welfare Ins Payable		29,581.40-	29,581.40-
9535	State Unemployment Insurance		17.84	17.84
9539	Miscellaneous Deductions		611.08-	611.08-
	<b>Total Liabilities</b>	<b>.00</b>	<b>123,626.86-</b>	<b>123,626.86-</b>
	<b>Calculated Fund Balance</b>	<b>2,210,765.12</b>	<b>69,215.96-</b>	<b>2,141,549.16</b>
<b>Beginning Fund Balance</b>				
9791	Beginning Fund Balance	2,210,765.12		2,210,765.12
	<b>Beginning Fund Balance Proof</b>	<b>.00</b>	<b>69,215.96-</b>	<b>69,215.96-</b>
<b>Change in Fund Balance - Excess Revenues ( Expenditures )</b>			<b>(69,215.96)</b>	

<b>Memo Only - Ending Fund Balance Accounts</b>				
	Adopted	Revised		
<b>Reserves</b>				
9720	Reserve for Encumbrances		3,177,086.73	3,177,086.73
<b>Other Designations</b>				
9790	Undesignated/Unappropriated	780,156.00	780,156.00	
<b>9796 - 9799</b>				
9796	Capital Assets Net of Debt	250,459.00	250,459.00	
9797	Restricted Net Assets	474,168.00	474,168.00	
	<b>Total 9796 - 9799</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>

Fund 620 - Peak Prep		Fiscal Year 2023/24 Through July 2023				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
<b>Revenues, Expenditures, and Changes in Fund Balance</b>						
A. Revenues	4,329,161.00	4,329,161.00		132,834.00	4,196,327.00	3.07
B. Expenditures	5,009,186.00	5,009,186.00	3,177,086.73	202,049.96	1,630,049.31	4.03
C. Subtotal (Revenue LESS Expense)	680,025.00-	680,025.00-		69,215.96-	2,566,277.69	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	680,025.00-	680,025.00-		69,215.96-	2,566,277.69	
F. Fund Balance:						
Beginning Balance (9791)	2,184,808.00	2,184,808.00		2,210,765.12		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	2,184,808.00	2,184,808.00		2,210,765.12		
G. Calculated Ending Balance	1,504,783.00	1,504,783.00		2,141,549.16		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	780,156.00	780,156.00				
Other	724,627.00	724,627.00		3,177,086.73		

## Checks Dated 06/01/2023 through 07/28/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800800	06/01/2023	Paules, Peggy A	620-5903		33.86
5038800801	06/01/2023	Sherman Garnett & Associates	620-4300		208.92
5038800802	06/01/2023	Specialized Therapy Services	620-5800		5,087.45
5038800803	06/02/2023	CliftonLarsonAllen LLP	620-5800		3,438.75
5038800804	06/02/2023	T-Mobil USA Inc	620-5902		1,200.00
5038800805	06/06/2023	Tax Deferred Services	620-9539		200.00
5038800806	06/09/2023	Audish, Tanya N	620-5800		50.00
5038800807	06/09/2023	Lee, Esther S	620-5200		58.95
5038800808	06/09/2023	Boe, Miranda L	620-5903		22.67
5038800809	06/09/2023	Booth, Tina E	620-5220		645.00
5038800810	06/09/2023	Amazon Capital Services Inc ACCOUNT NUMBER A2ANLA6W681S3Q	620-4300	213.48	
			620-5800	15.32	228.80
5038800811	06/09/2023	Arizona State University Learning Enteprise	620-5800		7,600.00
5038800812	06/09/2023	Gravity Assist	620-5800		16,872.50
5038800813	06/09/2023	WEX Health Inc.	620-9539		50.00
5038800814	06/09/2023	Young Minney & Corr, LLP	620-5899		1,095.00
5038800815	06/09/2023	T-Mobil USA Inc	620-5902		114.00
5038800816	06/15/2023	Hanson, Darla C	620-4300	11.84	
			620-5903	25.20	37.04
5038800817	06/15/2023	Amazon Capital Services Inc ACCOUNT NUMBER A2ANLA6W681S3Q	620-4300	47.80	
			620-4400	1,040.78	1,088.58
5038800818	06/15/2023	Children's Therapy Net Inc.	620-5800		1,173.75
5038800819	06/15/2023	Flipswitch Marketing LLC	620-5800		4,950.00
5038800820	06/15/2023	Mystery Science Inc c/o Discovery Education Inc	620-9330		790.00
5038800821	06/15/2023	N2Y LLC	620-5800		2,921.26
5038800822	06/16/2023	SELF-INSURED SCHOOLS OF CALIF	620-9534		31,000.40
5038800823	06/27/2023	VanHorn, Lara J	620-5220		102.65
5038800824	06/27/2023	Booth, Tina E	620-5220		110.00
5038800825	06/27/2023	American Express	620-5220	884.45	
			620-5800	1,432.30	
			620-5901	902.31	
			620-5903	346.80	3,565.86
5038800826	06/27/2023	K12 Management DBA FuelED	620-9330		25,050.00
5038800827	06/27/2023	Gravity Assist	620-5800		11,305.00
5038800828	06/27/2023	Imagine Learning LLC	620-4100		5,000.00
5038800829	06/27/2023	Houghton Mifflin Harcourt Publishing Company	620-4100		2,362.50
5038800830	06/27/2023	Oxford Consulting Services Inc	620-5800		3,138.45
5038800831	06/27/2023	James Michael Scheible	620-5800		2,437.50
5038800832	06/27/2023	Specialized Therapy Services	620-5800		3,151.25
5038800833	06/27/2023	Tax Deferred Services	620-9539		4,545.44

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 06/01/2023 through 07/28/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5038800834	06/28/2023	CliftonLarsonAllen LLP	620-9510		1,134.00
5038800835	06/29/2023	Bishop, Shalen	620-5220		585.50
5038800836	06/29/2023	SELF-INSURED SCHOOLS OF CALIF	620-9539		250.00
5038800837	07/06/2023	AGILIX LABS, INC.	620-5800		3,395.00
5038800838	07/06/2023	BDJtech	620-4400		36,556.25
5038800839	07/06/2023	EVERYDAY SPEECH LLC	620-5800		299.99
5038800840	07/06/2023	Gravity Assist	620-5800		4,207.50
5038800841	07/06/2023	Scenario Learning, LLC	620-5220		669.50
5038800842	07/06/2023	Young Minney & Corr, LLP	620-5899		1,612.50
5038800843	07/06/2023	The Lincoln National Life Insurance Company	620-9539		611.08
5038800844	07/06/2023	T-Mobil USA Inc	620-5902		1,200.00
5038800845	07/11/2023	SELF-INSURED SCHOOLS OF CALIF	620-9534		29,581.40
5038800846	07/13/2023	Arevalo, Chelsie M	620-5200		32.36
5038800847	07/13/2023	Children's Therapy Net Inc.	620-5800		100.00
5038800848	07/13/2023	Oxford Consulting Services Inc	620-5800		2,504.30
5038800849	07/13/2023	PLEASANT VALLEY SCHOOL DIST	620-5800		36,212.62
5038800850	07/13/2023	APLUS+	620-5800		8,000.00
5038800851	07/13/2023	Ventura County Schools Self Funding Authority	620-5450		35,401.00
5038800852	07/13/2023	VTA CNTY OFFICE OF EDUCATION	620-5800		1,219.00
5038800853	07/13/2023	WEX Health Inc.	620-9539		50.00
5038800854	07/13/2023	T-Mobil USA Inc	620-5902		114.00
5038800855	07/20/2023	American Express	620-5220	1,850.77	
			620-5800	836.50	
			620-5901	862.44	
			620-5903	65.70	3,615.41
5038800856	07/20/2023	Arizona State University Learning Enteprise	620-9510		400.00
5038800857	07/20/2023	Curriculum Associates LLC	620-4100		14,370.00
5038800858	07/20/2023	Flipswitch Marketing LLC	620-5800		5,450.00
5038800859	07/20/2023	School Pathways, LLC	620-5800		11,744.68
5038800860	07/20/2023	VTA CNTY OFFICE OF EDUCATION	620-5800		1,120.49
5038800861	07/27/2023	Charter Schools Development Center	620-5220		2,950.00
5038800862	07/27/2023	ParentSquare Inc.	620-5800		3,150.00
EFT-00000002	06/30/2023	SISC-FINANCE ATTNCARMEN GONZALES	Cancelled		250.00 *

Cancelled on 06/30/2023

**Total Number of Checks                      64                      346,422.16**

	Count	Amount
Cancel	1	250.00
Net Issue		<u>346,172.16</u>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
620	Peak Prep	63	346,172.16

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.

**Checks Dated 06/01/2023 through 07/28/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	63	346,172.16	
		Less Unpaid Tax Liability		.00	
		<b>Net (Check Amount)</b>		<b>346,172.16</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 06/01/2023 - 07/28/2023**

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B3823-00045	VTA CNTY OFFICE OF EDUCATION	PEAK	DDH Services July - June 2023	620-5800	2,339.49
B3824-00009	Northwest Evaluation Assoc.	PEAK	Map Growth K-12 2023/24	620-4100	3,375.00
B3824-00010	Imagine Learning LLC	PEAK	Student License SIS 2023/24	620-4100	5,000.00
B3824-00011	Vector Solutions	PEAK	Employee Safety and Compliance Library 2023/24	620-5220	669.50
B3824-00012	ClassLink, Inc.	PEAK	License and Training 2023/24	620-5800	4,090.00
B3824-00013	EVERYDAY SPEECH LLC	PEAK	License 2023/24	620-5800	299.99
B3824-00014	AGILIX LABS, INC.	PEAK	Master Software Service License 2023/24	620-5800	3,395.00
B3824-00015	PLEASANT VALLEY SCHOOL DIST	PEAK	FACILITIES RENT 2023/24	620-5600	29,511.45
B3824-00016	Jeffery David Rice A Plus+	PEAK	A PLUS+ 2023/24	620-5800	8,000.00
B3824-00017	PresenceLearning, Inc.	PEAK	Therapy License for Miranda Boe 23/24	620-5220	6,300.00
B3824-00018	School Pathways, LLC	PEAK	K12 NWEA Brigde Subscription 2022/23 - 2023/24	620-5800	870.00
B3824-00019	School Pathways, LLC	PEAK	K12 IReady Bridge Subscription 2022/23 - 2023/24	620-5800	870.00
B3824-00020	Ventura County Schools Self Funding Authority	PEAK	Self Funding Authority Services 23/24	620-5450	35,401.00
B3824-00021	COUNTY OF VENTURA	PEAK	SPED Mental Health Services 2023/24	620-5800	5,000.00
B3824-00022	ZOOM VIDEO COMMUNICATIONS, INC.	PEAK	Subscription 2023/24	620-5800	134.13
P3823-00103	Amazon Capital Services Inc AC COUNT NUMBER A2ANLA6W681S3Q	PEAK	June 2022/23 1	620-4300	213.48
				620-5800	15.32
P3823-00104	Amazon Capital Services Inc AC COUNT NUMBER A2ANLA6W681S3Q	PEAK	June 2022/23 2	620-4300	47.80
				620-4400	1,040.78
P3823-00105	American Express	PEAK	Credit Card June 2023	620-4300	479.83
				620-5220	884.45
				620-5800	952.47
				620-5901	902.31
				620-5903	346.80
P3823-00106	PLEASANT VALLEY SCHOOL DIST	PEAK	1% oversight fee 2022-23	620-5800	36,212.62
P3823-00107	American Express	PEAK	Credit Card July 2023 PT1	620-5220	1,850.77
				620-5800	824.61
				620-5901	862.44
				620-5903	65.70
P3824-00003	FUEL EDUCATION LLC	PEAK	Curriculum Materials	620-4300	2,107.46
P3824-00005	Curriculum Associates LLC	PEAK	i-Ready Classroom 2023/24	620-4100	14,370.00
P3824-00006	J. SWEIGART INC	PEAK	Student Chrombooks 2023/24	620-4400	36,556.25
P3824-00007	American Express	PEAK	Credit Card July 2023 PT2	620-5800	11.89

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 06/01/2023 - 07/28/2023**

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P3824-00008	Charter Schools Development Center	PEAK	Conference 2023/24	620-5220	2,950.00
<b>Total Number of POs</b>				<b>25</b>	
				<b>Total</b>	<b>205,950.54</b>

**Fund Recap**

Fund	Description	PO Count	Amount
620	Peak Prep	6	47,038.87
		<b>Total Fiscal Year 2023</b>	<b>47,038.87</b>
620	Peak Prep	19	158,911.67
		<b>Total Fiscal Year 2024</b>	<b>158,911.67</b>
		<b>Total</b>	<b>205,950.54</b>

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.

ESCAPE ONLINE

Includes Purchase Orders dated 06/01/2023 - 07/28/2023

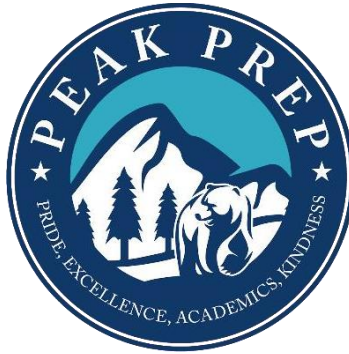
**PO Changes**

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B3823-00021	8,733.00	620-5800	Peak Prep/Professional/Consultion Servic	100.75-
B3823-00023	75,395.00	620-5800	Peak Prep/Professional/Consultion Servic	16,872.50
B3823-00040	25,050.90	620-4100	Peak Prep/Texbooks	15,758.98-
<b>Total PO Changes</b>				<b>1,012.77</b>

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.

ESCAPE ONLINE





# **Peak Prep Pleasant Valley**

## **FAMILY HANDBOOK 2023-2024**

[www.Peak-Prep.org](http://www.Peak-Prep.org)

## **Executive Director's MESSAGE**

Welcome to the Peak Prep Pleasant Valley. We are thrilled to have you join this excellent public charter school! As the school leader, I look forward to working with all of our students, families, teachers and staff. Our goal is to help students continue to excel both academically and, more broadly, as a thriving school community while providing a safe learning experience for our students. We have a rich, rigor filled, curriculum that is combined with language immersion and State Standards. The curriculum we use will provide a challenging and engaging environment for our students to succeed and excel in.

This handbook includes important policy changes and annual notices. It also outlines the policies and procedures that are intended to maintain a highly structured, respectful and safe environment where our staff and students can attend to the business and pleasure of learning. We encourage parents and students to discuss these rules and use this handbook as an ongoing guide to academic and behavioral expectations.

In its short history, Peak Prep Pleasant Valley has already established a solid foundation of high expectations for all members of the school community; to include students, faculty, staff and parents. Peak Prep Pleasant Valley parents demonstrate impressive levels of involvement and a consistent desire to be involved in their child's education. Without parental support for our school rules, we cannot effectively impact student achievement. Our policies relate to regular attendance, promptness, completion of work and appropriate behavioral standards.

We appreciate your commitment to Peak Prep Pleasant Valley, and we look forward to a successful school year for all.

**Sincerely,**

**Dr. Shalen Bishop  
Executive Director**

# Office Services and Information for Students and Parent

## School Contact Information

**Address:** 2150 Pickwick Drive #304 Camarillo, CA 93010

**Phone:** 855-900-PEAK

**Office Hours:** 8:30am-4:30pm (M-F)

**Peak Prep Pleasant Valley website:** [www.Peak-Prep.org](http://www.Peak-Prep.org)

**Registrar:** Darla Hanson [Darla.Hanson@peak-prep.org](mailto:Darla.Hanson@peak-prep.org) or 916-741-3460

**Director of Operations:** Sabrina Ciolino [Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org) or 415-320-1401

**Executive Director:** Dr. Shalen Bishop [Shalen.Bishop@peak-prep.org](mailto:Shalen.Bishop@peak-prep.org) or 805-222-0025





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# ABOUT PEAK PREP PLEASANT VALLEY SCHOOL

## Mission

**Mission Statement:** The mission of the Peak Prep Pleasant Valley School (“PPPV,” “Peak Prep,” or “Charter School”) is to create future leaders passionate about making a positive contribution to their local and global communities in the science and mathematics fields.

## Vision

This will be accomplished by:

1. Implementing an academically rigorous inquiry-based which will meet all state standards through a personalized learning approach;
2. Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility;
3. Cultivating international awareness; and
4. Developing skills leading to independence in continued learning.



## PPPV Schedule:

### School Calendar

The 2023-2024 school year begins on August 9th, 2023 and ends on May 24th, 2024. Please note that students have a two-week Winter Break, a Mid-Winter Break and a Spring break.

### Calendar 2023-2024

<b>First Day of School</b>	Track A: Monday, July 3 <sup>rd</sup> , 2023 Track B: Wednesday, Aug 9 <sup>th</sup> , 2023
School Holiday: <b>Labor Day</b>	Monday, Sept 4 <sup>th</sup> , 2023
School Holiday: Indigenous People Day	Monday, October 9 <sup>th</sup> , 2023
School Holiday: <b>Veteran's Day</b>	Friday, November 10 <sup>th</sup> , 2023
School Holiday: <b>Thanksgiving &amp; Thanksgiving Break</b>	Monday, Nov 20 <sup>th</sup> -Friday Nov 24 <sup>th</sup> , 2023
School Holiday: <b>Winter Break</b>	Friday Dec 22 <sup>nd</sup> -Jan 5 <sup>th</sup> 2024 (Teachers return Thursday Jan 4 <sup>th</sup> )
School Holiday: <b>Martin Luther King Day</b>	Monday, January 15 <sup>th</sup> , 2024
School Holiday: <b>President's Day</b>	Monday Feb 19 <sup>th</sup> , 2024

School Holiday: <b>Mid Winter Break</b>	Monday, February 19 <sup>th</sup> -Friday February 23 <sup>rd</sup> , 2024
School Holiday: <b>Spring Break</b>	Friday, March 29 <sup>th</sup> -Friday April 5 <sup>th</sup> , 2024
<b>Last day of School</b>	Track A: Tuesday, April 23 <sup>rd</sup> , 2024 Track B: Friday, May 24 <sup>th</sup> , 2024
School Holiday: <b>Memorial Day</b>	Monday, May 27 <sup>th</sup> , 2024

### School Days

Students are required to log into the Learning Management System (“LMS”) and submit work daily (Mondays through Friday) on all school operating days. Weekly reports regarding the progress and level of engagement are sent out electronically to ensure students are making adequate progress. Students are expected to stay on pace to move towards graduation.

### Independent Study and Attendance Policies

Peak Prep serves four counties: Los Angeles, Kern, Santa Barbara, and Ventura. Families must live within these four (4) counties. Proof of residency is required, and students and their families will be asked for a yearly update to ensure attendance accuracy/compliance.

Academic progress is dependent on regular attendance that is expected of all Peak Prep students. Peak Prep is required to maintain and report daily attendance for all students. These reports, or the school’s “Average Daily Attendance,” then form the basis for the majority of our public funding.

Students are expected to log in and make progress working approximately thirty (30) hours a week. Students are required to meet with teachers and mentors on a regular basis and provide work samples to validate their progress. The Charter School shall comply with all applicable requirements regarding independent study, in accordance with Education Code Section 51745, *et seq.*

The Executive Director is responsible for ensuring that students are progressing appropriately in their studies. If a student’s parent/guardian cannot provide sufficient guidance and supervision for a student’s lessons, this impacts the efficacy of an Independent Study program.

Under an Independent Study contract, the student’s supervising certificated teacher creates and executes detailed lesson plans and assignments for the student to complete under the immediate supervision of their parent/guardian. To comply with applicable attendance requirements,

students in an independent study program are expected to complete academic coursework each regular school day in accordance with the Independent Study Policy and the students' respective Master Agreements. Students will be required to complete all assignments by the due date as determined by the supervising teacher.

Students are expected to follow the school calendar. Teachers, mentors, and the Charter School Administration will monitor attendance on a daily basis. Parents/guardians must contact their student's teacher or mentor for any absence or missed assignment. In accordance with the Independent Study Policy and Missed Assignments Policy, the Executive Director shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study based on the triggers outlined in the policies. The complete Independent Study Policy and Missed Assignments Policy are located on the website: <https://peak-prep.org/board-meetings-policies/>

## **ASSESSMENTS & INTERVENTIONS**

### **Report Cards**

Report cards are given to families in grades K-12. Report cards showing your child's progress in school will be issued twice a year at the end of each semester. These reports can take the form of but are not limited to narrative reports, progress reports, and/or report card format. Multiple measures of assessments are developed for each grade level and are used to monitor each child's overall progress. If you have any questions regarding the information contained in these reports, please contact your child's teacher.

### **Parent–Teacher Conferences**

Parent-teacher conference days will be scheduled by the Homeroom Teacher or Executive Director to discuss your child's progress if the attendance/Missed Assignment Policy is not being met. Please make every effort to keep the designated appointment. However, parent-teacher conferences need not be limited to these times. If you have concerns at any time, feel free to schedule an appointment to discuss your child's academic progress. Please note that the Parent-Teacher conferences are designed to give the teacher an opportunity to discuss your child's overall progress in school.

### **Student Discipline**

For the School's complete suspension and expulsion policy, please see Appendix E at the end of this Handbook.

# **STUDENT HEALTH AND SAFETY**

## **Picture ID at Pick-up**

Anyone picking up a child from testing or any school event may be asked to show a picture identification (“ID”). This includes parents/guardians and other friends/family who have approval to pick up a child.

## **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

## **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

## **Tuberculosis Risk Assessment and Examination**

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

## **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

## **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing, and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

## **Blood borne Pathogens**

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

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

## **Drug Free/Alcohol Free/Smoke Free Environment**

Any facilities operated by the Charter School shall function as a drug, alcohol, e-cigarette, and tobacco free environment.

## **Facility Safety**

If the Charter School maintains facilities in the future, the Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

## **Menstrual Products**

To the extent that this Charter School operates any facilities attended by students, the Charter School shall stock the Charter School’s restrooms at all times with an adequate supply of

menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

## **Mental Health Education**

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

## **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

## **COMMUNICATION**

It is very important that communication between your home and the Charter School is a continuous process. Please make sure parent/guardian home, work, and cell phone numbers are current so that the Charter School can contact you during the day. Our primary method of communicating with families is via email, telephone, and virtual classroom. Translation will be provided to all families who need it. Please be aware that all communications generally receive a reply from school staff within 24 hours (not including holidays or weekends). Although the online system is typically available 24/7, our staff members are available during normal business hours, Monday through Friday.

In order to ensure the peaceable operation of the Charter School without disruption or distraction, the safety of all students, compliance with applicable laws and policies, and a more streamlined communications system, flyers, notices, solicitations or other materials may be distributed to students or their parents/guardians via email or online announcements. If you have a question or concern about any incident, problem, or practice concerning the Charter School, please bring that to the attention of the Executive Director.

At all times, the adults in our community are expected to model the positive communication behaviors we ask of our students and ensure that communications with faculty, staff, and parents are respectful. All members of our school community are also asked to respect the privacy and

confidentiality of our individual students, faculty and staff and to attempt to resolve any conflicts via the steps outlined in this Handbook. If at any time any member of this school community – student, teacher, staff, parent, volunteer – has a conflict with another member of the school community that they believe cannot be resolved directly in a one-on-one conversation, the individual should speak with the Executive Director about these concerns.

## **Parent Concerns About Staff or Program**

At Peak Prep, teachers and support staff are available to discuss any concerns that a parent/guardian has regarding their teaching style or content, disciplinary measures, or personal interaction with a child. Questions regarding Peak Prep curriculum, school rules or the professional conduct of any Peak Prep employee can be addressed by making an appointment with the Executive Director.

## **Procedure for Resolving Parent/Guardian Conflicts**

Peak Prep maintains a General Complaints Policy to address any parent/guardian concerns about the Charter School and/or any conflicts with the Charter School that may not be covered by the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Uniform Complaint Policy and Procedures. All policies are available on the school website. <https://peak-prep.org/board-meetings-policies/>

# **GENERAL POLICIES**

## **Student Use of Technology and Acceptable Use Agreement**

Students must file an Acceptable Use Agreement signed by the student and a parent/guardian. All students having access to the Internet must adhere to federally mandated rules for internet use, along with the Student Use of Technology Policy and Acceptable Use Agreement. Internet access is a privilege. Any behavior that is not acceptable may result in the loss of this privilege. Peak Prep rules include the following:

- Handle the computers and equipment with care and as directed by the teacher
- Be respectful of the rights, the ideas, the information, and the privacy of others

- Neither send nor receive information that is not related to schoolwork, or that can be hurtful or harmful to others
  
- Report to teachers any sites or persons that demonstrate inappropriate use of on-line service

A copy of the complete Student Use of Technology Policy and Acceptable Use Agreement is available on the school website: <https://peak-prep.org/board-meetings-policies/>

## **Enrichment Activities**

Enrichment activities provide an opportunity for first-hand experiences that complement classroom learning. In order to participate in an enrichment activity, all students must have a parent/guardian or designated adult to accompany them. If the designated adult is not their legal guardian, a signed letter from the legal guardian must be approved prior to the event.

## **Textbooks/School Materials**

Students in grades TK-5 will be issued materials necessary for completion of all of their coursework. These materials become the responsibility of the student. Damaged or lost books must be replaced by the parents/guardians. (See Lost or Damaged School Property in Appendix A) Students in 6<sup>th</sup>-12<sup>th</sup> will access their materials and coursework online.

## **Academic Integrity, Plagiarism and Cheating**

All work submitted is to be completed ONLY by students. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Failure to abide by these standards is reported to the appropriate administrative authorities and may result in a conference with the parent/guardian, loss of credit for high school courses, revoked access to course(s), and/or other consequences.

### **Plagiarism**

Plagiarism is defined as the act(s) of copying the words, ideas, images, sounds, signs/symbols and thoughts of another writer or to claim products generated by artificial intelligence and presenting them as your own.

### **Cheating**

Cheating involves the act(s) of using, accepting, or distributing test answers, answer keys, or presenting another person's work as your own. Any student found cheating is in violation of the School's Academic Integrity Policy.



## Source Citation

Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can simply be cited as: Author, Page Number. Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, the student must provide the complete Web page or site title, URL, author if known, page number if applicable, publication date of the site, if available, and the date of access.

## Consequences For Cheating/Plagiarism

### First Offense:

1. Student receives no credit for assignment
2. Teacher fills out a “Notice of Cheating Offense” form, makes three copies, and keeps the original for their file. The teacher distributes the copies to:
  - a. Parent/Guardian (by email)
  - b. Counselor
  - c. Instructional Coach or Executive Director
3. If the assignment is deemed by the teacher to be a major assignment and the offense requires premeditation (e.g., submitting a major paper that has been plagiarized), the student forfeits double the value of the assignment.
4. At the teacher’s discretion, the student may be given an additional assignment, such as writing a statement about the incident, which the teacher keeps on file.

### Second Offense

1. The consequences listed above in the “First Offense” shall be applied.
2. The student, teacher, and parent/guardian meet with the student’s counselor and/or Executive Director to discuss causes and appropriate consequences.
3. If the student's second offense occurred in an AP or Honors course, the student may be removed from the course and placed in a regular college prep course. Such determination shall be made by the Executive Director.

## Grading Policies

### Grades TK-5

Elementary students are assessed using the following marks. At the end of each semester, one of the following numerical grades will be assigned to each course:

- 4-Exceeds. I am working beyond the required objectives to meet end-of-year expectations.
- 3-Meets. I am completing the required objectives to meet end-of-year expectations.

- 2-Progressing. I am working toward achieving the required objectives to meet end-of-year expectations.
- 1- Needs Time. Needs more time to meet end-of-year expectations.
- NA- Not Assessed at this time.

## **Grades 6-8**

Students will receive a progress report weekly from their teachers, and a final report card at the conclusion of each semester.

### **Grades are given as follows:**

- A = Superior
- B = Above Average
- C = Average
- D = Below Average
- F = Failure
- I = Incomplete (changes to an "F" after 20 days) All grades in the core areas, with the exception of an "F" or an "I" earn 5 units of credit.

Concerns regarding grades and/or academic progress can be discussed at a parent/teacher conference arranged by the student's mentor.

## **Grades 9-12**

### **Course Credit**

For each semester course offering that is completed successfully, five (5) credits of required or elective credits are earned. To obtain credits an "A", "B", "C" or "D" grade is required. Failed courses will be recorded as an "F" on the student's transcript, and a zero will be computed for the course in determining the GPA. No credit is earned for failed courses.

### **Grade Level Promotion:**

Although course credits are earned on a semester basis, grade-level promotions take place once a year except when a student is eligible to move from 11th to 12th grade. Actual percentages earned rather than letter grades will be used in the calculation to determine final grades.

### **High School Promotion Requirement**

All students shall complete the specified unit requirement before attaining high school promotion to the next grade level and for graduation.

To attain sophomore standing	55 units (minimum)
To attain junior standing	110 units (minimum)

To attain senior standing 165 units (minimum)

To graduate from high school: 220 units

## Roles and Responsibilities of Academic Counselor

The responsibility of the counselor is to focus on individual student needs and to guide the student in making appropriate decisions. In addition to this, the counselors provide the following services:

- Review academic progress.
- Register students into appropriate classes.
- Interpret test data.
- Maintain academic records.
- Coordinate and facilitate parent conferences when difficulties go beyond a single teacher.
- Stimulate career awareness and provide career information.
- Offer parents/guardians and students informational brochures, support materials, and referrals to resources within the community.
- Assist with developing and maintaining positive peer relationships.
- The counselor will provide the following services as appropriate:
  - Assistance in decision-making.
  - Assistance in functioning productively within the school and the family.
  - Assistance in clarifying personal goals.

**Assistance to the students in making appropriate behavioral changes.**

## Grade Point Average

Grade point averages (“GPAs”) are determined by dividing the number of quality points achieved by the number of credits received. GPAs are determined on a semester-basis only. The cumulative (composite) GPA is determined using the semester averages beginning with the first semester of freshman year.

Letter Grade	Percentile	Standard GPA	Honors GPA	AP GPA
A+	97-100	4	4.5	5
A	93-96	4	4.5	5
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3	3.5	4
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2	2.5	3
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3

D	60-66	1	1.5	2
D-	60-62	0.7	1.3	1.7
F	Below 59	0	0	0

## Honor Roll

A basic goal for all Peak Prep students is high academic achievement. It is our policy to recognize such effort. A “B” average must be maintained to be eligible for the Honor Roll. Any student receiving a “D” or “F” irrespective of other grades is not eligible. Honor Rolls are posted at the end of the semester.

## Course Failure and Repeat Credit

For students wishing to attend a University of California (“UC”) or California State School, a grade of “C” or better is required to meet a subject requirement. D and F grades are not acceptable and must be cleared by repeating a class, completing advanced work in the same subject area of sequential knowledge (math or language other than English) or attaining certain minimum scores on SAT, AP or IB examinations. Students are permitted to retake failed classes, or courses that they have earned a “D” letter grade in with approval from the academic counselor or Executive Director. There is no limit to the number of courses that may be retaken. Courses required for graduation MUST be retaken and passed.

### Reporting Repeated Courses on Transcripts:

Both the original course grade, and the repeated course grade will remain on the transcript. The higher of the two grades will be used to compute the student’s GPA. Credit, however, will be given for the course only once. A repeated course will receive the credit recovery (“CR”) designation on the transcript.

## Official Transcript Revisions policy

Once issued, transcripts cannot be revised unless evidence is provided to indicate that the transcript is materially inaccurate. A student with such evidence can petition for a transcript revision. The teacher of the course and school registrar will then review the transcript to determine its accuracy, consulting with the school Director of Operations or Executive Director where necessary. The registrar will be responsible for issuing a revised transcript where it is deemed appropriate.

## Graduation Requirements

Please reach out to your student's assigned High School Counselor to ensure your student is on track to meeting the school's graduation requirements. Students can request a Grad Plan at any time.

### Sample Four-Year Plan

Grade 9	Grade 10	Grade 11	Grade 12
Algebra 1A/1B  Integrated Math 1A/1B or Geometry (depending on what course taken in the 8th grade)	Geometry A/B or Algebra IIA/IIB (depending on what course taken 9 <sup>th</sup> grade)	Algebra IIA Algebra IIB  Or Calculus/ Trigonometry	Elective
Biology A Biology B	Chemistry A Chemistry B	3 <sup>rd</sup> year Science if planning on 4 year college	Elective

English 9A English 9B	English 10A English 10B	English 11A English 11B	English 12A English 12B
Skills For Health	World History A World History B	US History A US History B	Government Economics
PE 9A PE 9B	PE 10A PE 10B	Visual Performing Arts A  Visual Performing Arts B	Elective
Spanish 1A Spanish 1B	Spanish 2A Spanish 2B	Elective or 3 <sup>rd</sup> year Spanish	Elective
Elective	Elective	Elective	Elective

High School Graduation Plan	
Student: (Name of Student)	
Mentor: (Name of Mentor)	
Credits Earned:	
School: Peak Prep Pleasant Valley	
Post-Secondary Plans:	
<b>YOU GOT THIS!!</b>	

General Overview of A-G	
A. Social Studies (required to take 3 years)	
B. English (required to take 4 years)	
C. Math (required to take 3 years - Algebra 1 and higher)	
D. Science (2 years of Lab Science required)	
E. Foreign Language (2 years of the same Language required)	
F. Visual/Performing Arts (1 year of same discipline required)	
G. College Prep Elective (1 year required)	

**Notes:** (Can write notes from Grad Plan with Student/LC here)

**Road to Graduation**  
 \*\*All classes listed below must be checked off in order to be reviewed for graduation.\*\*

A. Social Studies (30 credits required)		
Courses	Needed (30)	Completed
World History A	5	
World History B	5	
US History A	5	
US History B	5	
Economics	5	
Government	5	
B. English (40 credits required)		
Courses	Needed (40)	Completed
English 9A	5	
English 9B	5	
English 10A	5	
English 10B	5	
English 11A	5	
English 11B	5	
English 12A	5	
English 12B	5	
C. Math (20 credits required)		
Courses	Needed (20)	Completed
Algebra 1A	5	
Algebra 1B	5	
Second year of Math A	5	
Second year of Math B	5	
Health (5 credits required)		
Skills for Health	5	
Physical Education (20 credits required)		
PE 1	5	
PE 2	5	
PE 3	5	
PE 4	5	

D. Science (20 credits)		
Courses	Needed (20)	Completed
Life Science A	5	
Life Science B	5	
Physical Science A	5	
Physical Science B	5	
E. Foreign Language (10 credits required)		
Courses	Needed (10)	Completed
Foreign Language A	5	
Foreign Language B	5	
F. Visual/Performing Arts (10 credits required)		
Courses	Needed (10)	Completed
VAPA A	5	
VAPA B	5	
G. Electives (65 credits required)		
Courses	Needed (65)	Completed
Elective 1	5	
Elective 2	5	
Elective 3	5	
Elective 4	5	
Elective 5	5	
Elective 6	5	
Elective 7	5	
Elective 8	5	
Elective 9	5	
Elective 10	5	
Elective 11	5	
Elective 12	5	
Elective 13	5	

Credit Calculator		
Total Credits	Earned	Still Need
	0	220

- Students planning to apply to 4-year Colleges/Universities follow A-G**  
 Requirements in addition to meeting the high school graduation requirements.
1. PSAT - 10th/11th grade (Fall)
  2. SAT/ACT - 11th grade (Spring)/12th grade (Fall)
  3. Summer before 12th grade start working on college applications.
  4. Apply for FAFSA (<https://fafsa.ed.gov/deadlines.htm>)

\*\*This Grad Plan is in accordance with the documents received by the student and or learning coach upon enrollment, and may be subject to change. If you have additional credits or courses completed that are not represented on this Grad Plan, please provide updated transcripts from previous schools that show credits being earned.\*\*

## **Recognition Programs**

### **Honor Roll**

The Honor Roll Program recognizes students who are achieving academic excellence and improvement with positive, tangible incentives. Honor Roll encourages all students, teachers, support staff, parents, businesses and the community to work together to hold the pursuit of academic excellence as a priority. We encourage all students to work hard so that they can participate in the program, feel pride and satisfaction in their accomplishments, and achieve their goals. It is a school-wide concept and an attitude.

The Honor Roll Program recognizes student achievement on a semester basis. Students can qualify in one of three categories:

Executive Director’s Scholar Honor Roll	4.0 Grade Point Average (GPA)
Executive Director’s Honor Roll	3.5 – 3.99 GPA
Honor Roll	3.0 – 3.49 GPA

### **Student of the Month**

The Student of the Month program recognizes students (grades TK-12) for outstanding academic achievement, exemplary effort, excellent citizenship, and adherence to the monthly citizenship trait. At a monthly luncheon, parents/guardians are invited to help honored students and celebrate their success.

### **Perfect Attendance**

Students are recognized monthly, by semester, and yearly for perfect attendance. Perfect attendance means ZERO missed assignments. If a student has a prior missed assignment, they may still be recognized in upcoming months if they have perfect attendance during that current month. Semester and yearly recognition requires perfect attendance during these time periods.

### **National Honor Society**

Students in grades 10–12 who meet the requirements for membership outlined by Peak Prep’s chapter of the National Honor Society (“NHS”) are eligible to be invited for membership. Each chapter is required to publish its qualifications for membership, which is based on the four pillars of NHS:

- **Scholarship**  
Per national guidelines, at a minimum, students must have a cumulative GPA of 3.0 on a 4.0 scale, or equivalent standard of excellence.
- **Service**  
This involves voluntary contributions made by a student to the school or community, done without compensation.
- **Leadership**  
Student leaders are those who are resourceful, good problem solvers, and idea contributors. Leadership experiences can be drawn from school or community activities while working with or for others.
- **Character**  
The student of good character is cooperative; demonstrates high standards of honesty and reliability; shows courtesy, concern, and respect for others; and generally maintains a clean disciplinary record.

Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership, and character.

### **Understanding the Obligations of Membership**

Students who accept membership and are inducted into the chapter should be aware of the time and commitment involved with this honor. For example, there will be chapter meetings. The chapter bylaws should articulate the yearly meeting schedule and member attendance obligations. Members also must participate in chapter and individual service projects to benefit the school and community. Contact the chapter adviser to obtain a full list of the obligations of membership for the school's chapter.



# **APPENDICES**

## **Appendix A - Annual Notice Guide**

### **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### **California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### **Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### **Diabetes**

The Charter School shall make the type 1 diabetes informational material accessible to the parent or guardian of a student when the student is first enrolled in elementary school pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student’s primary care provider to determine if immediate screening for type 1 diabetes is appropriate.

4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the student's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

## **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
  - A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
  - A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  - A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - The nonminor is participating in a transitional independent living case plan.

- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court. <sup>1</sup>
2. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
  3. “Former juvenile court school student” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, , excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
  4. “Child of a military family” refers to a student who resides in the household of an active duty military member.
  5. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  6. “Student participating in a newcomer program” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

**Foster and Mobile Youth Liaison:** The Executive Director designates the following staff person as the Liaison for Foster and Mobile Youth:

Tanya Audish, Counselor  
 Address: 2150 Pickwick Drive #304 Camarillo, CA 93010  
 E-mail: [Tanya.Audishpeak-prep.org](mailto:Tanya.Audishpeak-prep.org)

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

In the case of a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a student participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the student from Charter School's graduation requirements and provide student the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The student's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The student's academic data and any other information relevant to making an informed

decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the student is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the student, the educational rights holder, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption , based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
- 3) If, given their course completion status at that time the reevaluation is conducted, the student is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Charter School shall:
  - i. provide the student with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The student (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the student's best educational interests.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students

shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the school website: <https://peak-prep.org/board-meetings-policies/>

### **Reporting Requirements**

Charter School shall report to the California Department of Education (“CDE”) annually on the number of students who, for the prior school year, graduated with an exemption from the



Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, student category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "student category" means the categories of students identified in the "Definitions" section of this Policy, above.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website: <https://peak-prep.org/board-meetings-policies/>

## Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Tanya Audish, Counselor  
Peak Prep Pleasant Valley Charter School  
2150 Pickwick Drive #304 Camarillo, CA 93010  
E-mail: [tanya.audish@peak-prep.org](mailto:tanya.audish@peak-prep.org)

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and

coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply

while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website: <https://peak-prep.org/board-meetings-policies/>

## **English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

## **Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available from our teacher, [Amy.Altman@peak-prep.org](mailto:Amy.Altman@peak-prep.org) for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Additionally, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources. Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## **Immunization**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical

records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations for classroom-based instruction include:

<b>Child’s Grade</b>	<b>List of shots required to attend school</b>
<b>TK/K-12 Admission</b>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses                      Polio - Four (4) doses                      Measles, Mumps, and Rubella (MMR) - Two (2) doses                      Hepatitis B (Hep B) - Three (3) doses                      Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<b>Entering 7<sup>th</sup> Grade</b>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose                      Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016, must meet the requirements for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Students are not required to have immunizations for entry if they attend an independent study program and do not receive classroom-based instruction.

## **Information Regarding Financial Aid**

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
  - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

## **Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing

the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. Due to being fully virtual, the following resources are available to your child:

#### Available virtually:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached through our Counselor, [Tanya.Audish@peak-prep.org](mailto:Tanya.Audish@peak-prep.org). Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.



- Special education services – if you believe your child may have a disability, you are encouraged to directly contact our Lead Education Specialist Kyle McKoy at [Kyle.McKoy@peak-prep.org](mailto:Kyle.McKoy@peak-prep.org) to request an evaluation.
- Social Emotional Learning classes

#### Available in the Community:

- Please reach out to our Director of Operations: [Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org) for local community resources or visit <https://peak-prep.org/resources/>

#### Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### **Nondiscrimination Statement**

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Dr. Shalen Bishop, Executive Director  
Address: 2150 Pickwick Drive #304 Camarillo, CA 93010  
Phone: 805-222-0025  
E-mail: [shalen.bishop@peak-prep.org](mailto:shalen.bishop@peak-prep.org)

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

## **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

## **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter

School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available on the website: <https://peak-prep.org/board-meetings-policies/>

### **Physical Examinations and Right to Refuse**

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures (“UCP”) of the Charter School. The complaint may be filed in writing with the compliance officer:

Dr. Shalen Bishop, Executive Director  
Address: 2150 Pickwick Drive #304 Camarillo, CA 93010  
Phone: 805-222-0025  
E-mail: [shalen.bishop@peak-prep.org](mailto:shalen.bishop@peak-prep.org)

A copy of the UCP is available upon request at [Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org) and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

## Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

## **School Safety Plan**

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office and on the school website.

## **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director. A copy of the Charter School's Section 504 policies and procedures is available upon request with our Director of Operations, Sabrina.Ciolino@peak-prep.org and on the school website: <https://peak-prep.org/board-meetings-policies/>.

## **Sexual Health Education**

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter

School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

## **Special Education /Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Ventura County SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact our lead Education Specialist: [Kyle.McKoy@peak-prep.org](mailto:Kyle.McKoy@peak-prep.org).

## **State Testing**

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

## **Student Records, including Records Challenges and Directory Information**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support

staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;



2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that

it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Executive Director at:

Dr. Shalen Bishop, Executive Director  
Address: 2150 Pickwick Drive #304 Camarillo, CA 93010  
Phone: 805-222-0025  
E-mail: [shalen.bishop@peak-prep.org](mailto:shalen.bishop@peak-prep.org)

A copy of the complete Policy is available upon request with our Director of Operations, [Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org) and on the school website.

## **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

## **Teacher Qualification Information**

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act

("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at (805) 222-0025 or [shalen.bishop@peak-prep.org](mailto:shalen.bishop@peak-prep.org) to obtain this information.

## **Uniform Complaint Procedures (UCP) Annual Notice**

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;

- Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs;
  - School Safety Plans; and/or
  - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A student fee includes, but is not limited to, all of the following:
- A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to student fees may be filed with the the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Charter School is operating the following preschool programs as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations: Virtual Transitional Kindergarten. The Charter School is operating the following preschool programs pursuant to Title 22 licensing requirements: Virtual Transitional

Kindergarten. Complaints other than complaints relating to student fees must be filed in writing with the following Compliance Officer:

Dr. Shalen Bishop, Executive Director  
Address: 2150 Pickwick Drive #304 Camarillo, CA 93010  
Phone: 805-222-0025  
E-mail: [shalen.bishop@peak-prep.org](mailto:shalen.bishop@peak-prep.org)

Only complaints regarding student fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to student fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

A copy of the UCP is available on the school website <https://peak-prep.org/board-meetings-policies/>. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

## **Universal Meals Program**

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with

a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all students in kindergarten through grade twelve (12). Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be done on our parent portal or in the enrollment process.

## **Use of Student Information Learned from Social Media**

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

## **Appendix B**

Board Number: SS-7

Adopted: 1/29/2019

Revised: 8/2/2023;

## **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as

braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Sabrina Ciolino, Director of Operations  
Peak Prep Pleasant Valley Charter School  
2150 Pickwick Drive, #304, Camarillo, CA 93010  
[Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org)

**Definitions**

**Prohibited Unlawful Harassment**

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

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:



- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

“Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an

intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student<sup>2</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's

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<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
  4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that

involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in the Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

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

The Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

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

The Charter School advises students:

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

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

#### **2. Education**

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

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

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

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

### **3. Professional Development**

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

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

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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

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

The Charter School encourages its employees to demonstrate effective problem-solving,

anger management, and self-confidence skills for the Charter School's students.

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

The Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

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

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

Sabrina Ciolino, Director of Operations  
Peak Prep Pleasant Valley Charter  
School  
2150 Pickwick Drive, #304, Camarillo, CA 93010  
[Sabrina.Ciolino@peak-prep.org](mailto:Sabrina.Ciolino@peak-prep.org)

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining

orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as

appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the Charter School to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may



- be an attorney, and may inspect and review evidence; and
      - A statement that the Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - The Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the Charter School's policies.
  - The Charter School may remove a respondent from The Charter School's education program or activity on an emergency basis, in accordance with the Charter School's policies, provided that the Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, the Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the Charter School offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - The Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. The Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, the Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in the Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
  - The Charter School may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at the Charter School; or
    - The specific circumstances prevent the Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, the Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - Determinations will be based on an objective evaluation of all relevant evidence

and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

- The Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of the Charter School's code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

## **5. Consequences**

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by the Charter School in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find the Charter School's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of the Charter School's decision or resolution, submit a written appeal to the Executive Director, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and the Charter School will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
- Procedural irregularity that affected the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- The Charter School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

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

The Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



**PEAK PREP PLEASANT VALLEY CHARTER SCHOOL**

**Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form**

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

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

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

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

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

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

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**I hereby authorize Peak Prep Pleasant Valley Charter 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 that providing false information in this regard could result in disciplinary action up to and including termination.**

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

Signature of Complainant

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

**To be completed by the Charter School:**

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

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

## Appendix C

### 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 student from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a student 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.

## Appendix D

Board Number: SS-14

Adopted: 4/2/2020

Revised: 8/2/2023;

### **Suicide Prevention Policy**

The Board of Directors of Peak Prep Pleasant Valley Charter School (“Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact for the Charter School and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

#### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, & parents.

The Charter School Board of Directors designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT: Dr. Shalen Bishop, Executive Director

1. School Psychologist

## 2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

The Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Community Mental Health Agencies to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

- d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal- SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community suicide prevention resources
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. The factors associated with suicide (risk factors, warning signs, protective factors;)
  - f. How to identify youth who may be at risk of suicide.
  - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.
  - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
  - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
  - j. Responding after a suicide occurs (suicide postvention).
  - k. Resources regarding youth suicide prevention.
  - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

## **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

## **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student

and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **Employee Qualifications and Scope of Services**

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the Family Handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - d. Charter School's referral processes and how they or their children can reach out for help, etc.
7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act

("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, the Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the Charter School and is characterized by caring staff and harmonious interrelationships among students.

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of their credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

The Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on

Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at the Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.



- d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
  4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow-up care is still not provided, the Charter School may contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re- integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in the Charter School activities to notify a teacher, the Executive Director, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and the student's parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).

- c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
    - a. Notification (if not already conducted) to staff about suicide death.
    - b. Emotional support and resources available to staff.
    - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
    - d. Share information that is relevant and that which you have permission to disclose.
  3. Prepare staff to respond to needs of students regarding the following:
    - a. Review of protocols for referring students for support/assessment.
    - b. Talking points for staff to notify students.
    - c. Resources available to students (on and off campus).
  4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
  5. Identify students affected by suicide death but not at risk of imitative behavior.
  6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
  7. Consider funeral arrangements for family and school community.
  8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
  9. Identify media spokesperson if needed.
  10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p><b>“Died by suicide”</b> or <b>“Took their own life”</b></p>	<p><b>“Committed suicide”</b> <b>Note:</b> Use of the word “commit” can imply crime/sin</p>

Use	Do Not Use
<b>“Attempted suicide”</b>	<b>“Successful” or “unsuccessful”</b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

### **Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text “988”
  - Call 1-800-273-8255
- National Domestic Violence Hotline : Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

## Appendix E

Revised: 8/2/2023

### Suspension And Expulsion Policy And Procedures

This Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In preparing this policy, the Charter School has reviewed other suspension and expulsion policies, as well as the Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Although many of the students of the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet that is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, other persons, or to prevent damage to school property or otherwise comply with legal requirements regarding restraints.

The Charter School administration shall ensure that students and their parents/guardians<sup>3</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Executive Director.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws, including the IDEA, Section 504, implementing regulations and implementing state law and regulations, when imposing any

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<sup>3</sup> The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to:

1. A school activity,
2. School attendance, or
3. A Charter School sponsored event.

A Student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds;
2. Travelling to or from school;
3. During, going to, or coming from a school-sponsored activity.

#### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
  - k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials,

or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.

- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A pupil who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former



Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that

person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - iii. An act of cyber sexual bullying.
      - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil

or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

(v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **Suspension/Expulsion Procedures**

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

### Suspensions

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notices to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

The Executive Director or designee upon either of the following determinations will make this determination: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Expulsions

**Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student

should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Governing Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsions shall be initiated according to the following procedures:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules that relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### ***Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses***

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, only the Governing Board, administrative panel, or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations that shall be examined. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive a notice within five days of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting

- the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
  8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Record of Hearing**

A record of the hearing shall be made and will be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

### **Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the pupil shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of

Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **Written Notice to Expel**

The Executive Director or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
  - i. The student's name
  - ii. The specific expellable offense committed by the student Disciplinary

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the Pleasant Valley School District upon request.

### **No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

### **Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term, or to admit a previously expelled student from another school, school district or Charter School who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Governing Board following a meeting with the Executive Director and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment.

The Executive Director shall make a recommendation to the Governing Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

### **Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Removal Due to Noncompliance with Independent Study Requirements**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after excessive missed assignments accrue as specified in the policy, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

### ***Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities***

#### 1. Notification of SELPA

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

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year and Students whose cumulative suspensions constitute a change in placement under the IDEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP or 504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting for up to 45 days.

#### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP or Section 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP or 504 plan.

If the Charter School, the parent/guardian, and relevant members of the IEP or 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP or 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP or 504 plan Team shall:

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



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

#### 4. Due Process Appeals and 504 Appeals

The parent/guardian of a child who qualifies under the IDEA who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. The parent of a child with a 504 plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process and hearing procedures as outlined in the 504 policies and procedure.

The Charter School shall be solely responsible for its representation at hearing and the related costs of this process and as described herein, shall fully indemnify the Pleasant Valley School District for the same. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer, in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

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

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

#### 6. Interim Alternative Educational Setting

The student's IEP or 504 team shall determine the student's interim alternative educational setting.

### ***Procedures for Students Not Yet Eligible for Special Education Services***

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

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

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

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

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

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

## 2021–22 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2023.

### 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

2021–22 Title II, Part A allocation	\$13,190
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$13,190

### Professional Development Expenditures

Professional development for teachers	\$723
Professional development for administrators	\$12,467
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

### Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

### Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$13,190
2021–22 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2022–23 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2023.

**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
Transferred–out amount	\$0
2022–23 Total allocation	\$11,314

**Professional Development Expenditures**

Professional development for teachers	\$5,891
Professional development for administrators	\$5,302
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$121
Equitable services for nonprofit private schools	\$0
Total expenditures	\$11,314
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

### Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

### Homeless Liaison Contact Information

Homeless liaison first name	Tanya
Homeless liaison last name	Audish
Homeless liaison title	Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	Tanya.Audish@peak-prep.org
Homeless liaison telephone number (Format: 999-999-9999)	714-485-5520
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

### Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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### 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

#### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	01/29/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

#### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

#### Title I, Part A Homeless Expenditures

2022–23 Title I, Part A LEA allocation	\$87,454
2022–23 Title I, Part A direct or indirect services to homeless children reservation	\$100

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### 2022–23 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2022–23 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$100
Homeless services provided  (Maximum 500 characters)	Various costs for college planning, graduation planning, check-ins, communication, etc.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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### 2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Shalen Bishop
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	07/24/2023

**\*\*\*Warning\*\*\***

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### 2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Shalen Bishop
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	07/24/2023
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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**2023–24 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/07/2023
Authorized Representative's Full Name	Shalen Bishop
Authorized Representative's Title	Executive Director

**\*\*\*Warning\*\*\***

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## 2023–24 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

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### 2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	Peak Prep has not identified any deficiencies with the substitute system.

**\*\*\*Warning\*\*\***

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2023-2024  
Regular Board Meetings

1. Wednesday, Sept 6th—4pm
2. No Oct Meeting
3. Wednesday, Nov 1st—4pm
4. Wednesday, Dec 6<sup>th</sup>—4pm
5. Wednesday, Jan 3rd—4pm
6. Wednesday, Feb 7th—4pm
7. Wednesday, March 6th—4pm
8. Wednesday, April 3rd—4pm
9. Wednesday, May 1st—4pm
10. Wednesday, June 5<sup>th</sup>—4pm
11. NO JULY MEETING
12. Wednesday, August 7th 2024—Annual Meeting—3:30pm

	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>		

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5	<b>Object</b>	<b>Description</b>	<b>2022/23 Estimated Actuals</b>	<b>2023/24 Adopted Budget</b>	<b>2023/24 vs 2022/23 Budget Change</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: 310/301.49, 2024-25: 315/296.10, 2025-26: 320/300.80, 2026-27: 325/305.50, 2027-28: 330/310.20	
7	8010-8099	LCFF Sources	\$ 3,618,738	\$ 4,132,180	\$ 513,442	14.19%	\$ 4,192,183	\$ 4,201,006	Local Control Funding Formula 22/23: COLA 13.26% ADJ 0%, 23/24: COLA 8.22% 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	717,693	79,112	(638,581)	-88.98%	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>\$ 5,221,227</b>	<b>\$ 5,004,738</b>	<b>\$ (216,489)</b>	<b>-4.15%</b>	<b>\$ 4,664,271</b>	<b>\$ 4,674,343</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	948,190	811,112	(137,078)	-14.46%	701,415	710,968		
20		<b>TOTAL EXPENDITURES</b>	<b>\$ 4,954,588</b>	<b>\$ 5,061,544</b>	<b>\$ 106,956</b>	<b>2.16%</b>	<b>\$ 4,787,740</b>	<b>\$ 4,881,857</b>		
21		<b>NET INCREASE/(DECREASE)</b>	<b>\$ 266,639</b>	<b>\$ (56,806)</b>	<b>\$ (323,445)</b>	<b>-121.30%</b>	<b>\$ (123,469)</b>	<b>\$ (207,514)</b>		
22	9791	Beginning Balance	\$ 1,917,336	\$ 2,183,975	\$ 266,639	13.91%	\$ 2,127,169	\$ 2,003,700		
24		<b>ENDING FUND BALANCE</b>	<b>\$ 2,183,975</b>	<b>\$ 2,127,168</b>	<b>\$ (56,806)</b>	<b>-2.60%</b>	<b>\$ 2,003,700</b>	<b>\$ 1,796,186</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	179,710	42,833	(136,877)	-76.17%	-	-		
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	393,782	299,570	(94,212)	-23.92%	299,570	299,570		
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	247,729	253,077	5,348	2.16%	239,387	244,093		
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	1,104,953	1,422,694	317,741	28.76%	1,359,634	1,151,665		
43		<b>ENDING FUND BALANCE</b>	<b>\$ 2,183,974</b>	<b>\$ 2,127,169</b>	<b>\$ (56,805)</b>	<b>-2.60%</b>	<b>\$ 2,003,700</b>	<b>\$ 1,796,186</b>		