



Peak Prep Pleasant Valley

Board Meeting Agenda—Regular Board Meeting
Wednesday, June 5th, 2024
4:00 pm

Meeting Location:

PVSD
600 Temple Ave
Camarillo, CA 93010
Conference Room

Remote Meeting Access:

Topic: June '24 Board Meeting
Time: Jun 5, 2024 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
<https://peak-prep-org.zoom.us/j/85308549304?pwd=b0xlbldFWlVrYWVTTmpxUUZpeW8yQT09>

Meeting ID: 853 0854 9304
Passcode: PeakPrep

One tap mobile
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Dial by your location

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- +1 305 224 1968 US
- +1 253 205 0468 US

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

Meeting ID: 853 0854 9304

Passcode: 17652253

Find your local number: <https://peak-prep-org.zoom.us/j/kcTLZLpYnC>

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 an open session will be made available for the public at 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		

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) 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://peak-prep-org.zoom.us/j/85308549304?pwd=b0xlbldFWlVrYWVTTmpxUUZpeW8yQT09>

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

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

III. Information, Discussion, and Action items

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

1. Approval of Financial Statement. *The Chief Business Official recommends that the Board of Directors approve the revenue and expenditures as listed on the April 1st, 2024 through May 31st, 2024, 2024 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 April 1st, 2024 through May 31st, 2024 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 April 1st, 2024 through May 31st, 2024, Board Reports.

4. Approve Minutes from 4/10/2024, 4/19/2024, 5/24/2024 Board Meeting(s).

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

B) Executive Director 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
- d. LCAP: Local Indicators

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

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

D) D The Board will review, discuss, and consider approving Peak Prep Pleasant Valley's 2023-24 Adopted Budget. This is the anticipated budget moving into the new 2024-2025 school year.

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

E) The Board will review, discuss, and consider approving the 2024-2025 Prop 30 Spending Plan. This plan is the anticipated use of the 2024-25 Prop 30 Education Protection Account Funds

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

F) 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						

G) The Board will review, discuss, and consider the approval of the Form 990. Form 990 is a yearly non-profit tax form that is submitted by our auditors on behalf of Peak Prep. Tax-exempt organizations, nonexempt charitable trusts, and section 527 political organizations file Form 990 to provide the IRS with the information required by section 6033.

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

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

- a. Certification of Signatures for the Fiscal Year 2024-25
- b. Resolution 24-04; Authorization to Allow Appropriation/Budget Transfers; Fiscal Year 2024-25
- c. Resolution 24-03; Appropriation of the Ending Balance to a Reserve
Resolution 24-02; Authorization for the Ventura County Office of Education to Make Budget Transfers

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

I) The Board will review, discuss, and consider approving on scheduled salary increase of 5% effective July 1st, 2023, and the new 2024-2025 salary schedule. With inflation & the desire to retain staff, it is recommended to do an on-schedule salary increase of 5%. The adopted budget reflects this change with sustainability and the new

salary schedule includes the 5% increase.

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

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 July/Track A and 2024-2025 Payroll Authorization Requests (PARs). Per the adopted budget, LCAP, and certificated extra duties, these are the end of 2023-2024 school year PARS and anticipated PARs for the 2024-2025 school year.

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

L) The Board will review, discuss, and consider the approval of the 2024-2025 Employee Handbook. Reviewed by legal, this is an annual update of the employee handbook which includes new board policies.

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

M) The Board will review, discuss and consider the 2024-2025 Business Service Authority (BSA) agreement for transition. Ventura County of Education's BSA provides Peak's current back office services (i.e. budget, financial statements, auditing compliances, and payroll processing). The agreement is for the transition to finalize closing books and support audit needs from the current fiscal year. In addition, it includes any further audit support.

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

N) The Board will review and consider the approval of the Prop 28 Music & Arts Grant Spending Report. This is a report on of how we have spent our Prop 28 Music & Arts Grant.

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

O) The Board will review and consider the approval of the Board Resolution of the current TK Teacher placement. The Board and Executive Director determine that Mrs. White and Mrs. Nuckles possess professional experience in a classroom setting with preschool-age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

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

P) The Board will review, discuss, and consider approving the Director of Operations over contract days payout up to 10 days. The board will consider paying out any over-contract days (unused vacation days) up to 10 days within the Director of Operations Time Sheet.

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

Q) The board will review, discuss, and consider approving the updated Bank Resolution. This is an updated Bank resolution with current authorizations.

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

R) The board will review, discuss, and consider approving the CalSTRS Resolution and application. This resolution and application allow us to move forward with offering CALSTRS to our certificated employees. This is the pre-tax resolution and the application is directly for CalSTRS.

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

S) The board will review, discuss, and consider approving the CalPERS supporting documents. These are documents to certify and officially apply for our CalPERS benefits.

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

T) The board will review, discuss, and consider approving the ongoing cell phone & internet reimbursement. Due to being virtual, our staff are using their internet and cell phones to complete needed work. This has been built into the adopted budget.

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

U) The board will review, discuss, and consider approving the Pleasant Valley School District (PVSD) Memorandum of Understanding (MOU) for supporting Track A students on the PVSD campus. This MOU between Peak and PVSD is designed to lead & support the academic enrichment of students during our Track A school year.

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

V) The board will review, discuss, and consider approving the updated Executive Director authorizing funding level. This would be to increase the funding approval level for the Executive Director from \$5,000 to \$15,000.

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

W) The board will review, discuss, and consider approving the instructional coach and program specialist job descriptions. These positions combine current employees with their positions and stipends, and the salary schedule is reflected in the budget. These would be official title changes to correspond with their new job description.

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

X) The Board will review, discuss, and consider the approval of the Raptor Quote. Peak Prep recommends that we approve this integrated school safety software for our Learning Center. This software is a visitor management system that provides an extra layer of safety that screens and tracks everyone who enters the learning center. This is the same software that Pleasant Valley School District uses within their school

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

Y) The board will review, discuss, and consider approving the new Mission Statement & Vision Statement. After a few years in operation, Peak has decided to fine-tune and rethink the Mission & Vision Statement. This mission and vision is a better fit for our current direction and true goals for our student culture and student preparation.

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

Z) The board will review, discuss, and consider approving the updated Arizona State University (ASU) agreement. This agreement is designed to allow our students to do dual enrollment between ASU and Peak Prep.

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

AA) The Board shall review, discuss, and consider approving the Memorandum of Understanding (MOU) between Ventura Unified School District (VUSD) and Peak for Indian Education. The purpose of this MOU is to create and confirm an effective working relationship between the Partner District, PEAK-Prep, and the Ventura Unified School District (VUSD). This MOU also provides how VUSD and the Partner District will maintain a collaborative relationship to ensure inter-agency services to Partner District students and families that qualify for Indian Education.

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

BB) The Board shall review, discuss, and consider approving the lease agreement between Pleasant Valley School District and Peak Prep. This is a continued lease agreement for our rental spaces of office and learning center for the 2024-2025 school year.

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

VI. ADJOURNMENT

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

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

Adjourned at ____

LCFF Budget Overview for Parents

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

CDS Code: 56 72553 0139592

School Year: 2024-25

LEA contact information:

Dr. Shalen Bishop

Executive Director

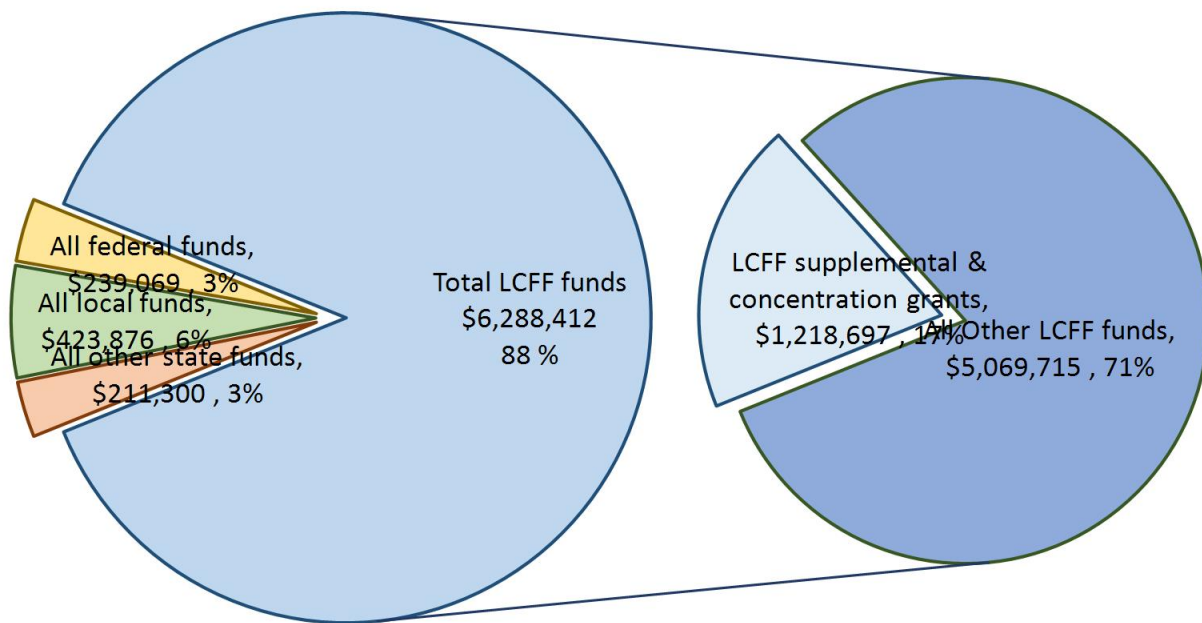
shalen.bishop@peak-prep.org

805-222-0025

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

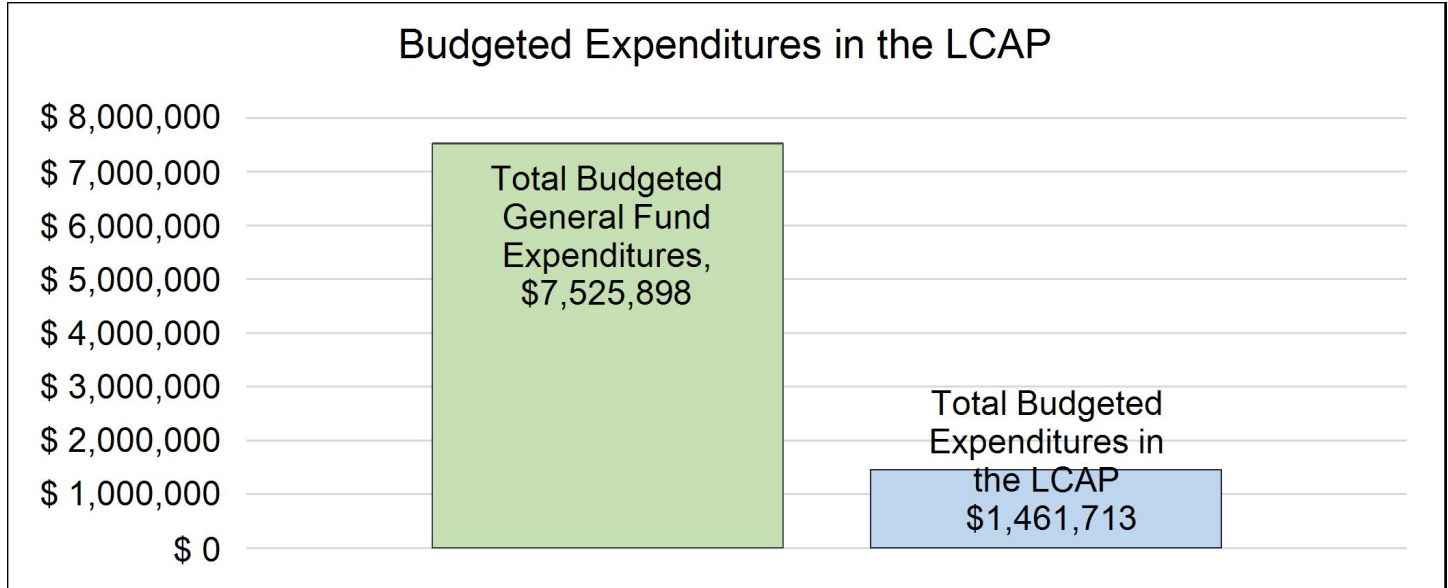


This chart shows the total general purpose revenue Peak Prep Pleasant Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak Prep Pleasant Valley is \$7,162,657, of which \$6,288,412 is Local Control Funding Formula (LCFF), \$211,300 is other state funds, \$423,876 is local funds, and \$239,069 is federal funds. Of the \$6,288,412 in LCFF Funds, \$1,218,697 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Peak Prep Pleasant Valley plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Peak Prep Pleasant Valley plans to spend \$7,525,898 for the 2024-25 school year. Of that amount, \$1,461,713 is tied to actions/services in the LCAP and \$6,064,185 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

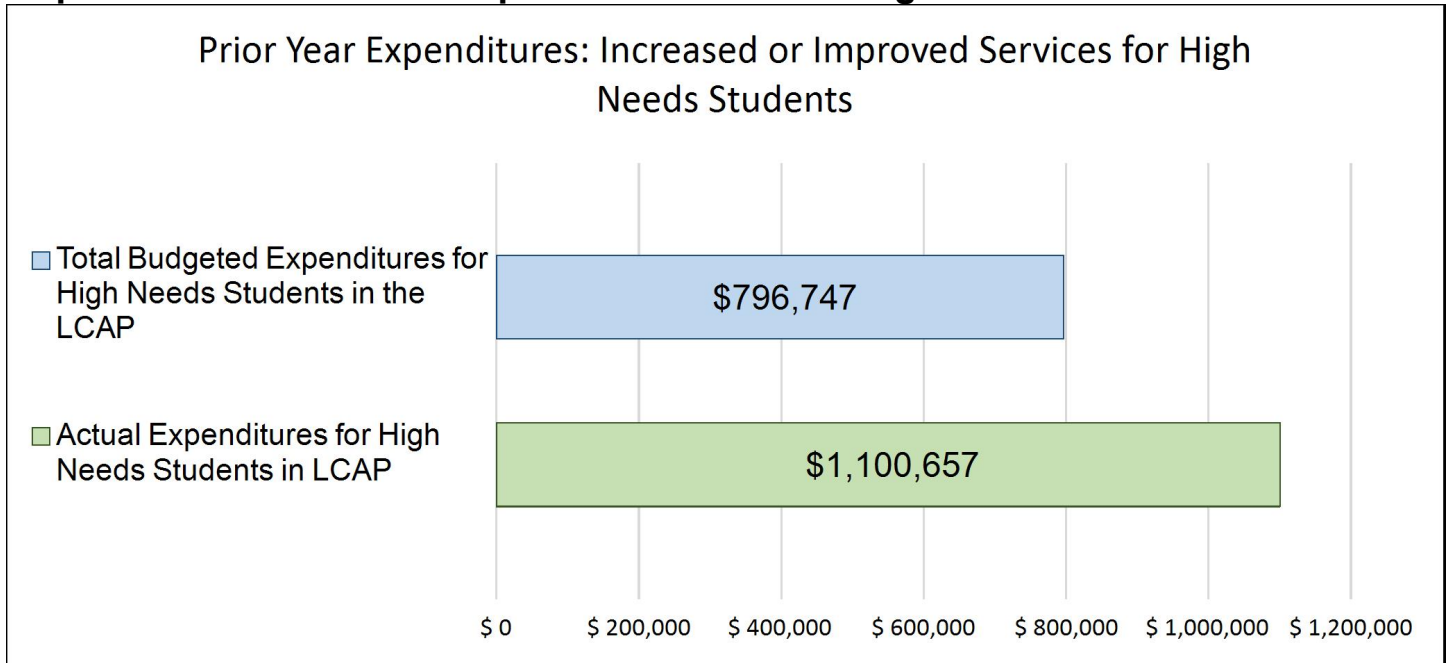
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Peak Prep Pleasant Valley is projecting it will receive \$1,218,697 based on the enrollment of foster youth, English learner, and low-income students. Peak Prep Pleasant Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Peak Prep Pleasant Valley plans to spend \$1,382,139 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Peak Prep Pleasant Valley's LCAP budgeted \$796,747 for planned actions to increase or improve services for high needs students. Peak Prep Pleasant Valley actually spent \$1,100,657 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak Prep Pleasant Valley	Dr. Shalen Bishop Executive Director	Shalen.Bishop@peak-prep.org 805-222-0025

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Satisfaction Survey will have an average satisfaction rating of between 4-5 on a 5-point scale	2021-2022 Survey Results	4.78 satisfaction rate	4.9 Satisfaction Rate	4.77 Satisfaction Rate	4.5 Overall Rating
There will be an increase of 25% parent engagement participation	2021-2022 Survey Result Participation and Attendance Records.	There were 31% of student families represented in the survey.	There were 27% represented in survey, while 72% of parents interacted via Parentsquare.	99.6% of families are contactable via Pathways. 343 out of 667 parents had interaction which is 51% of parents. Which could indicated ALL families are communicating.	75% Participation Rate from Parents

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Peak's goal has always been to gain parent involvement. Pushing parentsquare has been one of our strongest way of communicating and gaining interaction beyond the homeroom teacher model. Through newsletters, parentsquare, teacher/parent conferences and homeroom teachers, we've had strong participation overall.

Although it has improved tremendously, we are looking for more involvement in webinars, parent education nights, etc.

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

No major differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The action of parentsquare delivered a strong communication platform for our parents to get relevant information, partake in surveys, and overall communication to our families.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Although we have made this goal, we plan on continuing to push for parent engagement and involvement. This is an essential part of our program. With continued surveys and requests, parent education nights tend to be needed and desired parent involvement.

We are wanting to map out parent education nights and survey the families to find out what they are interested in. We have done FAFSa, College information, Early Literacy (TK-3), parent/teacher conferences, etc. We are hoping the new action of surveying parents on their desired parent ed nights would increase the attendance.

In addition, there were some things that were not measured to understand actual numbers. For instance, we implemented parent/teacher conferences for the first time in 9th-12th grade; however, there was no true measurement of attendance. It is estimated about 35% of families attended. With that being said, next year, there will be attendance sheets/documentation.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP/Iready Reports--80% overall growth in scores.	Spring 2021 Results/Year Growth	Math: 46% growth Reading: 43% growth	Iready/MAP: Math: 70% Growth Iready/MAP: ELA: 74% Growth	95% Participation rate: Iready--92% showed growth in either Math or ELA MAP--TBD	80% of students have shown growth
EL Reclassification--50% Reclassification	Spring 2020 EL numbers	25% reclassified (46.7% making progress)	33% reclassified, 28% moved up a level (61% making progress)	2023 Dashboard shows 88.9% making progress!!	80% of our EL students making progress
Dashboard "Status"	2022 Dashboard (post-COVID)	Chronic-High; Suspension-very low, ELP-no level, Grad Rate-Low; CCR-not reported, ELA-Low; Math-Very Low	Our Dashboard has shown growth Chronic, Yellow ELA State Testing, Yellow Math State Testing, Yellow Grad Rate, Green Suspension, Blue CCR, 50% prepared	Dashboard has not been released yet. It currently reflects last years. Chronic, Yellow ELA State Testing, Yellow Math State Testing, Yellow Grad Rate, Green Suspension, Blue	Yellow or higher Status in multiple categories

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ELL, 42 increase and 88% showing progress	CCR, 50% prepared ELL, 42 increase and 88% showing progress	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no major difference overall. We did find success with growth overall.

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

No major differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For EL Reclassification--it was very effective. Having an EL coordinator and someone focused on supporting them doing their daily EL--we have seen tremendous growth.

Professional development was effective too. There was PD related to the local assessments on how to read the data. In addition, there were staff that went to conferences including an all day curriculum conference, legal and independent study compliances, and best practices. Lastly, there were some teachers that took professional development units on related strategies (i.e. Engaging Parents to Increase Student Achievement, ABC's of Virtual Teaching, Behavior Management Strategies, Strategies for Reaching At-Risk Students, Developing Student Mindfulness Practices to Support Engagement).

Intervention was helpful with our individual learning paths for Tk-5. They were aligned with their local assessment and, from the results of students who showed growth from the Fall to Spring, these students demonstrated

Iready has proven to be a wonderful data tool for Peak teachers to pull real time data on the student and what the teacher needs to work on to help a student reach their target growth. For the measurement, one challenge is the one-going open enrollment. With students entering every month, we don't have a yearly growth mark for them. This presents a challenge. The number above reflect the students that took the Fall and Spring assessments.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Having one person designated as the EL coordinator really supported this goal for EL growth.

Adding an additional interventionist was implemented but we had little turn out. However, we started seeing more students were interested in getting tutoring for the curriculum. Unfortunately, the students that needed intervention wasn't showing up. With that being said, we are looking at implementing parent education nights on intervention to try and get further buy-in along with other incentives to get students to attend.

At the end of the day--we showed growth; however, we still have work to do and we plan on continuing this as a goal.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of our HS students will meet with our school counselor(s) twice a year	Enrollment/Attendance Records	100% of our HS Students met with school counselors	100% of our HS Students met with school counselors	All our seniors and juniors have met with our counselor twice a year. We are working on meetings. With one counselor this year, it has been more difficult.	100% Participation
100% of our HS will have a post-HS plan/10 year plan.	Attendance/Enrollment Roster	25% of HS students have completed their plans, while others have started.	80% of HS students have completed their plans, while the remaining are close to starting and/or finishing.	HS students have completed their plans,	100% of HS will have a plan
College Career Readiness Calculator-Increase 10%	Attendance/Enrollment Roster	We went from 0% to 11.4%	We went from 11.4% to 26%	50% prepared! For the 23-24 school year we are looking at 75% prepared.	40% Increase in CCR
80% of our 8th-HS students will attend one of the following: info session, CCR course, or	Attendance/Enrollment Roster	25% of our 8th graders have attended an info session and/or taken a CCR	80% of 8th graders have attended one of the mentioned sessions.	All students received access to the webinar.	90% Participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
personalized career/college plan		course/personalized career/college plan.			
10% increase of students will enroll into CTE courses.	Attendance/Enrollment Roster	We remained the same in CTE enrollment (78); however, have a plan for Year 2 to increase abundantly.	With the push of CTE and Dual Enrollment, we had a 62% increase in enrollment of 127 CTE course Enrollments.	We have met this goal last year. We exceeded our 25%.	25% Increase of enrollment in CTE courses

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No major differences

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

No major differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The college career goal was effective. We have shown tremendous growth from 11% to 50% prepared. We exceeded our goal. With a dual enrollment coordinator, setting up partnerships and getting students excited really helped make this goal improve. In addition the action of CCR events really helped bring the students together and improved the results.

We met our goal with students meeting with the counselor and high school post plans/10 year plan. Overall, this was a success. It also helped our counselor get to know our students. And all 8th graders received the webinar.

We had an incredible increase in CTE enrollment. Like Dual Enrollment, this help boost our College Career Readiness. In addition, we had a CTE coordinator who helped grow this program, get more CTE pathways and credentials approved.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no major changes; however, we plan on moving this goal into the new cycle due to the effectiveness and need for continued impact on our school.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
80% Graduation Rate	Graduation Dashboard/Graduation Rate	68% graduation rate; however, we graduated 100% of our seniors.	We are anticipating a 90% graduation rate this year.	94% graduation rate	90% Graduation Rate
95% Attendance Rate	Monthly Attendance Reports/P1,P2 reports	96.48% Attendance Rate	96.33% Attendance Rate	96% Track A 97% Track B	95% Attendance Rate

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

No major differences

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

No major differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Offering Credit Recovery/Summer school stipends to teachers really helped us expand our opportunities for students to get credits and close the gap of their academic deficiencies. This allowed our students to graduate on time, in turn, improving graduation rates. In addition, the CSI funds we utilized supported additional staffing on our students to be monitored.

Having an attendance specialist (clerk) proved to be effective because more families were made aware in real time of lack of logging in. This increased our attendance and lowered our Chronic Absenteeism.

Also, lowering our ratio of teachers helped us lower chronic absences and reach a strong attendance by having a stronger focus on engaging students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no major changes; however, we plan on moving this goal into the new cycle due to the effectiveness and need for continued impact on our school.

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

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

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak Prep Pleasant Valley	Dr. Shalen Bishop Executive Director	Shalen.Bishop@peak-prep.org 805-222-0025

Plan Summary [2024-25]

General Information

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

Peak Prep is a non-classroom based school that serves its students in an Independent Study policy. As of June 2024, We have enrollment of 430 students, which includes 77% socioeconomically disadvantaged, 5.7% English Learners, 0.3% Foster Youth and 10% students with disabilities.

Peak Prep educates students TK-12 from four counties including Ventura, Kern, Santa Barbara and Los Angeles Counties.

Peak Prep Pleasant Valley has planned its budget for the 2024-2025 school year to accommodate growth, funding avenues and the ability to support all students

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

With a strong focus on LCAP and data--we have leaned into our dashboard areas and made it a focus that appears to be paying off.

We showed an increase of 20.2 points in Math (which brought us to a yellow status)
(We did get orange for two subgroups: socioeconomically disadvantage and White)

We showed an increase of 17.5 points in ELA (which brought us to a yellow status)

We showed an increase of 42.2% Making Progress for English Learners landing at 88.9%

We showed a decline in Chronic absenteeism--this brought us to Green (3% improvement).

(One subgroup, African American landed in orange)

Our suspensions remained 0%

Graduation Rate went from 68.8% to a 94%. We went from red to green in one year!

Lastly, we went from 11% in CCR to 50% in CCR.

We Met Local Standards.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Peak Prep Pleasant Valley

Support for Identified Schools

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

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

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

Lastly, it will also be used for supplemental and intervention resources to fill any gaps and/or support a student through a course they may be struggling with.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the 2023-2024 school year, Peak engaged it's educational partners through annual surveys, emails, meetings, and phone calls (Peak does not have a bargaining unit).

Educational Partner Engagement included:

- 1) Parent Advisory Committee Meetings (presentation & feedback)--Jan 2024, March 2024 & May 2024..
- 2) Ventura County SELPA Consultation, March 6th, 2024--with data analyst tools.
- 3) Annual Survey to families sent via parentsquare and newsletter.
- 4) Reached out to Foster Youth and EL families and asked for feedback.
- 5) Staff Survey--sent out May 2024
- 6) Staff LCAP Participation Meeting --April 2024
- 7) Public Hearing --Friday, May 24th, 2024
- 8) Board Adoption--Wednesday, June 5th, 2024

Feedback

SELPA:
Making sure we consider the student with disabilities, adding applicable supports in IEP, inclusive practices (boarding 80%--beyond 80%), & addressing the annual determination letter. SELPA is here to help
Maintain the 80% provide students with disabilities the same opportunities and resources provided to all students, in addition to interventions and services to meet their unique needs. Increase students with disabilities meeting or exceeding standards in ELA and math. Increase the number of students participating in the Least Restrictive Environment

Provide training, resources, and programs explicitly designed to increase the college and career readiness of students with disabilities, English learners, foster youth, students experiencing homelessness, and low-income students. Key actions include targeted academic tutoring, college awareness initiatives, AVID Excel for English learners, professional development for staff on how to meet the needs of specialized populations, and workplace learning opportunities.

Influenced by the feedback:

Staff:

Desire for more intervention/Tutoring

Desire for Instructional Coaches to be more present

Clubs

Parent Education Nights

SEL

Parents/Students:

Parent Education Nights

Tutoring/Intervention

Clubs

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

1) Intervention and Tutoring

2) Family Engagement

3) College and Career Readiness

For Intervention (i.e. ILP, 1:1, intervention hours, supplemental) and tutoring we hear the need from faculty, parents and the data. Getting the sped team more involved in the severe intervention.

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

For family engagement, ParentSquare became a communication hit. We will utilize this for more information of parent education. Adding a parent engagement coordinator will help focus in on the needs of this specifically.

For college and career readiness, we have improved this area and we will continue to use it in correspondence to our elective options.

Lastly, to build culture and engagement, we will push out more clubs.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

This goal was carried over from the previous cycle. Although we met this goal, we feel this is an essential goal to focus on because parent engagement, student engagement and culture are intricate parts of our program. We want to make sure parents are engaged and partnering with us. Furthermore, we want to make sure they have a voice in their student's education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent Satisfaction Survey will have an average satisfaction rating of between 4-5 on a 5-point scale	Outcome from the 23-24 school year.			4.5 overall satisfaction	
1.2	There will be an increase of 25% parent engagement participation	Outcome from the 23-24 school year.			50% increase in parent engagement /participation	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Parent Education Nights	Our program specialist, counselor and parent coordinator will provide a monthly Parent Education Night	\$0.00	Yes
1.2	Parent Engagement Coordinator	We will provide a stipend to a faculty member to own the engagement process and events that correspond with them.	\$6,115.00	Yes
1.3	Family Events	We will provide activities, such as a cultural fair, parent/teacher conferences, etc to maintain engagement.	\$0.00	No
1.4	Parent Square	This is a communication tracker and provides additional communication to families to enhance the school experience.	\$3,000.00	No
1.5	Smores	We will provide Monthly newsletters and translations (if needed) to provide consistent and timely communication.	\$1,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With a desire to improve our dashboard and academics for our lower socio-economic students, this goal remains relevant and on-going. We had yellow status overall on our dashboard; however, we had our lower socio-economic subgroup fall below to orange.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Iready Reports	Spring 2024 Results			80% of students will show growth	
2.2	EL Reclassification	Spring 2024 EL Numbers			80% of our EL students continuing to make progress.	
2.3	Dashboard Status	2023 Dashboard			Yellow or higher status in multiple categories	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Professional Development will be offered for our teachers that are aligned with Iready and reach low-risk/below standard	\$2,000.00	Yes
2.2	Instructional Coaches	These faculty will provide on-going professional development, parent engagement, and support with student retention/chronic absenteeism. They will also help set up tutoring within our various programs. Lastly, they will lead data-driven action goals.	\$476,226.00	Yes
2.3	Intervention	Targeted intervention for students especially in targeted subgroups.	\$178,065.00	Yes
2.4	Homeroom Teachers will offer additional	We made Yellow Status on the Dashboard; however, there were two subgroups that fell below that yellow into orange. We want to make sure	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	tutoring to subgroups that fell into the orange MATH CAASPP on the Dashboard.	we are monitoring their progress with a goal to get those groups with everyone else and close that gap.		
2.5	Program Specialist	The program specialist will be designated for EL and Intervention Support.	\$131,081.00	Yes
2.6	Gravity Assist	We utilize Gravity Assist to support additional tutoring and intervention for harder to reach students.	\$40,000.00	Yes
2.7	Additional English and Math Teacher	Adding an additional English and Math teacher to lower student/teacher ratios and increase opportunities for tutoring, intervention and connections.	\$199,178.00	Yes
2.8	Iready Diagnostics and Learning Pathways	This supplemental resource is used to measure academic progress and provide individual learning plans to support a student's academic achievement.	\$15,749.00	Yes
2.9	Technology	Technology (devices, hotspots & support).	\$224,268.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will continue to expand the College & Career Readiness (CCR) and Social Emotional Learning (SEL) Programs through increased attendance and enrollment in CCR, SEL, CTE activities/courses.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

With a wide variety of families, first generation graduates, and a pandemic that led to learning loss, we feel there should be a focus on student academic and social emotional support. In addition, we have a high population of socioeconomically disadvantage families that these three areas could benefit their students; and, in turn, engage and minimize chronic absenteeism and increase academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase our CTE offerings by 10%	2023-2024 offerings			Increase course offerings by 30%	
3.2	Provide Professional Development in SEL and student engagement for our HR Teachers and Counselor on College & Career Readiness	1-2 offerings a year			Provide 5-6 total Professional Developments	
3.3	There will be a 85% pass rate of Dual Enrollment	2023-2024 passrate			90% of enrolled Dual Enrollments pass with a C- or higher.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Dual Enrollment Coordinator	This stipend will allow for continued supervision over this program and support students enrolled in dual enrollment	\$7,338.00	Yes
3.2	SEL Coordinator	This stipend will allow for a specific team member to supporting our students and staff with resources, parent education nights, and professional development.	\$6,115.00	No
3.3	Professional Development	This is designed to provide additional professional development with SEL, CCR and CTE for our staff to equip them more.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will maintain a 95% attendance rate and achieve our graduation rate of 85%.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a virtual and independent school, our numbers fluctuate and, while we have high expectations for our students, we get students that we have not served before; therefore, we are always striving to engage our students, have clear and high expectations on attendance, and get students to graduate on time. Many times we have students enroll with learning loss and credit deficiencies. In addition, we have higher chronic absenteeism that we must maintain and get lower
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	85% Graduation Rate	Dashboard and Graduation Rate			90% Graduation Rate	
4.2	95% Attendance Rate	Monthly LP Reports and P1/P2/Annual Attendance			95% Attendance Rate	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Monthly Monitoring of specific subgroup that fell into Orange on the Dashboard.	Homeroom Teachers will monthly monitor the subgroup that fell into orange for Chronic Absenteeism on the Dashboard and make a priority of re-engaging them with our parent coordinator and/or homeroom students.	\$0.00	No
4.2	July LP Track Teacher Stipends	This allows us to offer Credit Recovery to credit deficiency students so they can graduate on time. To build this in is important with the uncertainty of Track A Calendar.	\$24,459.00	Yes
4.3	Graduation Plans	All high schoolers will have graduation plans. Our counselor(s) will work with all high schoolers to make sure they have a graduation plan.	\$0.00	No
4.4	Counselor Availability	Our counselors will be available for all students especially lower income, foster youth and EL.	\$142,119.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1218697	\$464215

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.248%	0.000%	\$0.00	24.248%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Parent Education Nights</p> <p>Need: There is a need to education families to attend intervention and tutoring sessions along with providing them needed resources to support their student's education.</p> <p>Scope:</p>	We have a 77% population of unduplicated. In addition, we show our low income families and african-american students fall below the state in the orange dashboard item for a couple of the dashboard tables.	Attendance, Dashboard results, or overall growth in local data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	Action: Parent Engagement Coordinator Need: English Language Learners, Foster Youth and Low Income Scope: LEA-wide	This brings an opportunity for a faculty member driving communication and building relationships with our families.	Parent Engagement Participation increase.
2.1	Action: Professional Development Need: At-Risk, Low Income Scope: LEA-wide	decrease in chronic absenteeism, improvement in academic achievement for our unduplicated.	More students in subcategories attending tutoring/intervention
2.2	Action: Instructional Coaches Need: Low income, Foster Youth Scope: Schoolwide	These positions will help support the tier re-engagement, monitor student progress and working with faculty to meet the students' needs.	decrease in chronic absenteeism, improvement in academic achievement for our unduplicated.
2.3	Action: Intervention Need:	This was a subgroup on our dashboard that performed low. This is a great deal of students and we have 77% low income.	Attendance, Dashboard results, or overall growth in local data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Intervention/tutoring Scope: Schoolwide		
2.5	Action: Program Specialist Need: This will be supporting all unduplicated. Scope: LEA-wide	This will provide an employee position(s) to support the academic and SEL needs of our unduplicated population.	Increase academics, lower chronic Absenteeism, and higher pass rate in grades and increase in parent attendance at Parent Education Nights.
2.6	Action: Gravity Assist Need: Low Income Scope: LEA-wide	They provide additional tutoring and intervention outside of school hours. This allows our students to have a wider opportunity of gaining support.	Attendance and academic growth.
2.7	Action: Additional English and Math Teacher Need: English Language, Foster Youth and Lower Income Scope: LEA-wide	Adding an additional English and Math teacher to lower student/teacher ratios and increase opportunities for tutoring, intervention and connections.	Higher attendance rates in intervention and increase in academics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	Action: Iready Diagnostics and Learning Pathways Need: All Scope: LEA-wide Schoolwide	This supplemental resource is used to measure academic progress and provide individual learning plans to support a student's academic achievement.	Increase in achievement in Iready and completion of ILPs.
2.9	Action: Technology Need: English Learners, Foster Youth and Low Income Scope: LEA-wide	This will provide internet and technology services to students and tech support for students who don't have access to technology or internet.	Everyone has access to the curriculum and services.
3.1	Action: Dual Enrollment Coordinator Need: We have a high population of socioeconomic disadvantage families. Scope: LEA-wide Schoolwide	This will provide support to get students their CCR requirements	Through pass rate and enrollments.
4.2	Action: July LP Track Teacher Stipends	Many of our students arrive with credit deficiencies and it is even a high deficiencies for our at-risk students.	Graduation rate and attendance rate increase.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All Unduplicated. Scope: LEA-wide		
4.4	Action: Counselor Availability Need: Our counselors will work with academic and career counseling and supporting their academic and SEL journey at Peak. Scope: LEA-wide	Many of our unduplicated pupils do not have at-home support or understanding in future goal planning. In addition, there is additional SEL needs as well.	Increased attendance

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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Additional Concentration Grant Funding

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

By adding Instructional Coaches it will allow more attention given to teacher support and monitoring when it comes to Foster Youth, English Learners, and Low-income students. They will monitor compliance(s), tier re-engagement, student progress, and chronic absenteeism. In addition, they will provide faculty support with data-driven instruction and professional development. With a high population of unduplicated students, our population is in needed support to maintain academic growth and help close any achievement gaps.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		0.5:470
Staff-to-student ratio of certificated staff providing direct services to students		36.73:470

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5025871	1218697	24.248%	0.000%	24.248%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,421,713.00	\$40,000.00			\$1,461,713.00	\$1,145,696.00	\$316,017.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Parent Education Nights	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00
1	1.2	Parent Engagement Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$6,115.00	\$0.00	\$6,115.00				\$6,115.00
1	1.3	Family Events	All		No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00
1	1.4	Parent Square	All		No				2024-2027	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
1	1.5	Smores	All		No				2024-2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
2	2.1	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00
2	2.2	Instructional Coaches	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$476,226.00	\$0.00	\$476,226.00				\$476,226.00
2	2.3	Intervention	Low	Income	Yes	Scho olwide	Low Income	All Schools	2024-2027	\$153,065.00	\$25,000.00	\$178,065.00				\$178,065.00
2	2.4	Homeroom Teachers will offer additional tutoring to subgroups that fell into the orange MATH CAASPP on the Dashboard.	All		No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Program Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$131,081.00	\$0.00	\$131,081.00				\$131,081.00
2	2.6	Gravity Assist	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0.00	\$40,000.00		\$40,000.00			\$40,000.00
2	2.7	Additional English and Math Teacher	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$199,178.00	\$0.00	\$199,178.00				\$199,178.00
2	2.8	Iready Diagnostics and Learning Pathways	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$15,749.00	\$15,749.00				\$15,749.00
2	2.9	Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-20247	\$0.00	\$224,268.00	\$224,268.00				\$224,268.00
3	3.1	Dual Enrollment Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 11th and 12th	2024-2027	\$7,338.00	\$0.00	\$7,338.00				\$7,338.00
3	3.2	SEL Coordinator	All		No				2024-2027	\$6,115.00	\$0.00	\$6,115.00				\$6,115.00
3	3.3	Professional Development	All		No				2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
4	4.1	Monthly Monitoring of specific subgroup that fell into Orange on the Dashboard.	African Students	American All	No				2024-2024	\$0.00	\$0.00	\$0.00				\$0.00
4	4.2	July LP Track Teacher Stipends	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$24,459.00	\$0.00	\$24,459.00				\$24,459.00
4	4.3	Graduation Plans	All		No				2024-2027	\$0.00	\$0.00	\$0.00				\$0.00
4	4.4	Counselor Availability	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$142,119.00	\$0.00	\$142,119.00				\$142,119.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5025871	1218697	24.248%	0.000%	24.248%	\$1,406,598.00	0.000%	27.987 %	Total:	\$1,406,598.00
								LEA-wide Total:	\$752,307.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$677,378.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Parent Education Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.2	Parent Engagement Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income		\$6,115.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.2	Instructional Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$476,226.00	
2	2.3	Intervention	Yes	Schoolwide	Low Income	All Schools	\$178,065.00	
2	2.5	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,081.00	
2	2.6	Gravity Assist	Yes	LEA-wide	Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Additional English and Math Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,178.00	
2	2.8	Iready Diagnostics and Learning Pathways	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$15,749.00	
2	2.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$224,268.00	
3	3.1	Dual Enrollment Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 11th and 12th	\$7,338.00	
4	4.2	July LP Track Teacher Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,459.00	
4	4.4	Counselor Availability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,119.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,204,659.00	\$1,519,039.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Newsletter via Smores	No	\$2,499.00	\$624.00
1	1.2	Parent Education Nights	Yes	\$9,396.00	\$10,727.00
1	1.3	New Website	No	\$0.00	\$0.00
1	1.4	Family Events	Yes	\$9,379.00	\$11,400.00
1	1.5	Parent Square	Yes	\$3,500.00	\$3,150.00
2	2.1	Curriculum and Technology	Yes	\$250,000.00	\$370,948.00
2	2.2	Intervention	Yes	\$379,525.00	\$538,593.00
2	2.3	Professional Development	No	\$30,000.00	\$35,426.00
2	2.4	I-Ready Curriculum	Yes	\$11,628.00	\$14,370.00
3	3.1	HS Counselor availability	No	\$159,518.00	\$84,376.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	College & Career Ready Events	Yes	\$2,123.00	\$1,038.00
3	3.3	HS/Post HS Plan	No	\$5,308.00	\$2,596.00
3	3.4	Professional Development	Yes	\$1,000.00	\$998.00
3	3.5	Program Supervisor	Yes	\$10,980.00	\$9,303.00
3	3.6	School Psychologist and SEL offerings	Yes	\$114,815.00	\$129,799.00
3	3.7	Care Solace	Yes	\$0.00	\$0.00
4	4.1	Attendance Clerk	No	\$72,530.00	\$123,016.00
4	4.2	Graduation Plans	No	\$2,123.00	\$1,038.00
4	4.3	Lower Student/Teacher Ratios	Yes	\$105,314.00	\$139,830.00
4	4.4	Summer School Teacher Stipends	Yes	\$35,021.00	\$41,807.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,077,303.00	\$796,747.00	\$1,100,657.00	(\$303,910.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.2	Parent Education Nights	Yes	\$9,396.00	10727		
1	1.4	Family Events	Yes	\$9,379.00	11400		
1	1.5	Parent Square	Yes	\$3,500.00	3150		
2	2.1	Curriculum and Technology	Yes	\$250,000.00	370948		
2	2.2	Intervention	Yes	\$379,525.00	538893		
2	2.4	I-Ready Curriculum	Yes	\$11,628.00	14370		
3	3.2	College & Career Ready Events	Yes	\$2,123.00	1038		
3	3.4	Professional Development	Yes	\$500.00	998		
3	3.5	Program Supervisor	Yes	\$10,980.00	9303		
3	3.6	School Psychologist and SEL offerings	Yes	\$4,375.00	0		
3	3.7	Care Solace	Yes	\$0.00	0		
4	4.3	Lower Student/Teacher Ratios	Yes	\$105,314.00	139830		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Summer School Teacher Stipends	Yes	\$10,027.00	0		

To Add a Row: Click “Add Row.”
 To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4519552	\$1,077,303.00	0.000%	23.836%	\$1,100,657.00	0.000%	24.353%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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

School Year

2023-24

Date of Board Approval

6/5/2024

LEA Name

Peak Prep Pleasant Valley

CDS Code:

56 72553 0139592

Link to the LCAP:

(optional)

www.peak-prep.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

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

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

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

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

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

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

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

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

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

FRPM

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

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

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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

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

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

Parent and Family Engagement

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

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

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

There are multiple ways we include and plan on engaging parents

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

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

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

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

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

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

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

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

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

TAS:

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

Neglected or delinquent: "N/A"

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Educational Needs ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

Our professional development is designed to improve academic success and engagement of our students and equip our faculty with the tools needed for success. At this time, all our faculty are highly-qualified in their area of expertise (no teacher induction program) and new faculty are provided with a team leader to help transition to online learning. Professional Development is on-going and annually. We have annual professional development days, along with the requirement of professional development for faculty in their area of expertise.

Planned professional development includes the following: Suicide Prevention, Google Suite , Excel, mail merge and other training, Growth Mindset, ELL, Instruction, Virtual Teaching, Differential Instruction, Data-Driven Instruction

The professional development growth and improvement system have been in place to help grow, strengthen, and equip our faculty. The following systems are in place:

Mentors. All new teachers will be assigned a lead teacher to providing on-boarding, observation, and guidance.
New Teacher On-Boarding. All new teachers are provided a 5 day professional development for on-boarding that is academic-focused. This includes, but not limited to, special ed support, virtual/digital classroom management, ELL strategies, best practices, school support, parent communication, technology and student engagement.
School-wide Professional development. There is a 2-3-day professional development for our faculty at the beginning of the year with a few throughout the school year. During this time, they will meet in their teams and as a whole to go over a wide-variety of topics. For example, safety, suicide prevention, homeless awareness training, literacy, science and mathematics instruction, and social justice in education.
Team Meetings. The meetings are designed for teams to meet weekly to discuss best practice, needs, and other school pertinent trainings. These meetings include staff meetings, department meetings, student success team meetings, coaching sessions, and data-driven and diagnostic meetings.
School Leaders Training. School leaders are in or have been in an external educational leadership program. In addition, they will meet with the Executive Director regularly to discuss coaching needs, academic support or concerns, and to be a sounding-board. These leaders will also help drive the team meetings and professional development days. This will ensure leadership growth and experience.

Dir. of Operations Training. The Dir. of Operations and Executive Director does external professional development that will strengthen and equip them in the school setting. Some examples are school law, academic coaching, data-driven instruction and parent communication.

Monthly PD. All faculty are required to do one educational webinar. A certificate is to be provide to demonstrate completed task.

Digital and Virtual Learning Conferences. When budget allows, there are many non-classroom based/virtual instruction conferences that provide relevant and up-to-date strategies to equip our faculty and enhance the teaching. In turn, improve the student experience and academic success. This provides professional growth and advancement opportunities for our faculty. They are able to pick sessions based off of areas of need and report back to our team. This becomes informative and provides an opportunity to lead a professional development.

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

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

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

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

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

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

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

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

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Peak will partner with the following agencies:

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

These agencies have reputable work and products.

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

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

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

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

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

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

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

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Enrollment, Local Assessment, Supplemental Resources.

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

Technology. 1:1 devices and internet/hotspots

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

Through usage, repair needs, hot spot connectivity, age of device, growth of the school.

Safe and Healthy Students (ESSA Section 4108)

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

Continued need for cybersecurity and monitoring of 1:1 devices and the safety protocols/software of devices. In addition, with a learning center now, we will want to make sure we regularly revisit our safety and health policies.

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

Software such as GoGuardian, refurbishing and replenishing devices, and maintaining

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

With the support of I.T, making sure we are monitoring the effectiveness of the software and usage reports.. Making sure we have quality and adequate cybersecurity and protocols in place along with appropriate software monitoring.

Effective Use of Technology (ESSA Section 4109)

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

Continued need for cybersecurity and monitoring of 1:1 devices.

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

Making sure every student has a school computer with appropriate licenses and software
Any student needing a hotspot has one.
Making sure that all computers are working effectively and age of devices are appropriate. (issue new devices, when needed).

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

With the support of I.T, making sure we are monitoring the effectiveness of the software and hotspots.. Making sure we have quality and adequate technology devices to support student needs.

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

Date of LEA's last conducted needs assessment:

5/13/2024

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

California Department of Education
February 2022



Instructions

Included in this DocuSign are the assembled copies of the filings for the organization's records as follows:

1. **Internal Copy:** Includes all letters, instructions, and return pages without any redaction. Please review this file, sign, and date where indicated and submit back to CLA.
2. **Public Inspection Copy:** Redacted to just the information that is required for public inspection. If anyone from the public were to request a copy of the return or if the return were to be posted, the Public Inspection Copy should be used.

Please note:

After the documents have been e-signed and you click 'Finish' - DocuSign will give you the option to log-in - you can log-in at that time and download the executed documents; alternatively, DocuSign will send you another email indicating that the documents have been 'finished' and you can click that link to download and/or print the documents. **Downloading is important as you will not be receiving a paper copy. You have 120 days to download.**

CLA cannot e-file any return until its signed e-file authorization is returned to CLA.

CLA does recommend all returns included in each PDF be signed and dated for your records.

CLA is not making any payments as part of the e-file or submitting any paper returns on your behalf.

Please initial to indicate that you have read and understand the above:

DS
SB

[CLAconnect.com](https://claconnect.com)

CPAs | CONSULTANTS | WEALTH ADVISORS

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See [CLAglobal.com/disclaimer](https://claglobal.com/disclaimer).

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.





CliftonLarsonAllen LLP
CLAconnect.com

April 4, 2023

Peak Prep Pleasant Valley
2150 Pickwick Drive #304
Camarillo, CA 93010
Attention: Shalen Bishop

Dear Shalen,

Enclosed is the organization's 2021 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2023 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP



CliftonLarsonAllen LLP
CLAconnect.com

PEAK PREP PLEASANT VALLEY
FORM 990 INCOME TAX RETURN
FOR YEAR ENDED JUNE 30, 2022

Form **8879-TE****IRS e-file Signature Authorization
for a Tax Exempt Entity**

OMB No. 1545-0047

For calendar year 2021, or fiscal year beginning JUL 1, 2021, and ending JUN 30, 2022**2021**Department of the Treasury
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**
▶ **Go to www.irs.gov/Form8879TE for the latest information.**

Name of filer

PEAK PREP PLEASANT VALLEY

EIN or SSN

84-2636686Name and title of officer or person subject to tax **DR SHALEN BISHOP
EXECUTIVE DIRECTOR****Part I Type of Return and Return Information**

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	▶ <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b <u>5,235,350.</u>
2a Form 990-EZ check here	▶ <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here	▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here	▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b _____
5a Form 8868 check here	▶ <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here	▶ <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here	▶ <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____
8a Form 5227 check here	▶ <input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b _____
9a Form 5330 check here	▶ <input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b _____
10a Form 8038-CP check here	▶ <input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

☒ I authorize **CLIFTONLARSONALLEN LLP** to enter my PIN **55902**
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

*Shalen Bishop*Date **4/17/2023****Part III Certification and Authentication**

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

95405255902

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ **TINA HENTON**Date ▶ **04/04/23**

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

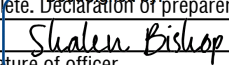
LHA For Privacy act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2021)

Form 990 Department of the Treasury Internal Revenue Service	Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)	OMB No. 1545-0047 <div style="font-size: 2em; font-weight: bold;">2021</div> Open to Public Inspection
<p style="text-align: center;"> ▶ Do not enter social security numbers on this form as it may be made public. ▶ Go to www.irs.gov/Form990 for instructions and the latest information. </p>		
A For the 2021 calendar year, or tax year beginning JUL 1, 2021 and ending JUN 30, 2022		

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization PEAK PREP PLEASANT VALLEY Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2150 PICKWICK DRIVE #304 City or town, state or province, country, and ZIP or foreign postal code CAMARILLO, CA 93010 F Name and address of principal officer: DR. SHALEN BISHOP SAME AS C ABOVE	D Employer identification number 84-2636686 E Telephone number 855-900-7325 G Gross receipts \$ 5,235,350. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ HTTPS://PEAK-PREP.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2019		M State of legal domicile: CA

Part I Summary			
Activities & Governance	1	Briefly describe the organization's mission or most significant activities: PEAK PREP PLEASANT VALLEY IS A PUBLIC CHARTER SCHOOL SERVING STUDENTS IN TK TO 12TH GRADES.	
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3	Number of voting members of the governing body (Part VI, line 1a)	3 4
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4 4
	5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5 35
	6	Total number of volunteers (estimate if necessary)	6 4
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a 0.
	7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b 0.
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year 2,593,798. Current Year 5,222,320.
	9	Program service revenue (Part VIII, line 2g)	0. 0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	7,811. 6,389.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	22,172. 6,641.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,623,781. 5,235,350.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0. 0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0. 0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,214,075. 2,314,845.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0. 0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.	
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	760,261. 1,093,124.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,974,336. 3,407,969.
	19	Revenue less expenses. Subtract line 18 from line 12	-350,555. 1,827,381.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year 2,351,906. End of Year 3,779,524.
	21	Total liabilities (Part X, line 26)	2,261,951. 1,862,188.
	22	Net assets or fund balances. Subtract line 21 from line 20	89,955. 1,917,336.

Part II Signature Block				
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration by preparer (other than officer) is based on all information of which preparer has any knowledge.				
Sign Here	Signature of officer 	Date 4/17/2023		
	DR. SHALEN BISHOP, EXECUTIVE DIRECTOR Type or print name and title			
Paid Preparer Use Only	Print/Type preparer's name TINA HENTON	Preparer's signature TINA HENTON	Date 04/04/23	Check <input type="checkbox"/> if self-employed PTIN P00630282
	Firm's name ▶ CLIFTONLARSONALLEN LLP Firm's address ▶ 2210 EAST ROUTE 66 GLEN DORA, CA 91740		Firm's EIN ▶ 41-0746749 Phone no. (626) 857-7300	

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
OUR SCHOOL STRIVES TO CREATE PASSIONATE COMMUNITY LEADERS, IMPLEMENT AN ACADEMICALLY RIGOROUS APPROACH TO PERSONALIZED LEARNING, AND DEVELOP SKILLS FOR CONTINUED, INDEPENDENT LEARNING.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,405,553. including grants of \$) (Revenue \$)
PEAK PREP PLEASANT VALLEY IS AN ACCREDITED, TUITION-FREE TK-12 PUBLIC ONLINE SCHOOL IN CALIFORNIA THAT USES INNOVATIVE TECHNOLOGY TO HELP STUDENTS THRIVE IN THEIR SCHOOLWORK AND LIFE. AT PEAK PREP, WE EMPOWER STUDENTS TO BE THEIR BEST BY ENABLING THEM TO LEARN IN WAYS THAT ARE RIGHT FOR THEM AT HOME, AT THEIR PROPER LEVEL, AND AT THEIR OWN PACE. WE SERVE APPROXIMATELY 330 TK-12 STUDENTS RESIDING IN KERN, LOS ANGELES, SANTA BARBARA, AND VENTURA COUNTIES.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **2,405,553.**

Form 990 (2021)

PEAK PREP PLEASANT VALLEY

84-2636686

Page 3

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	2	X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a	X
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e	X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

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Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19?	38	X

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	5
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	35
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. See instructions.		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b	
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b If "Yes," enter the name of the foreign country		
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7 Organizations that may receive deductible contributions under section 170(c).		
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9 Sponsoring organizations maintaining donor advised funds.		
a Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10 Section 501(c)(7) organizations. Enter:		
a Initiation fees and capital contributions included on Part VIII, line 12	10a	
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11 Section 501(c)(12) organizations. Enter:		
a Gross income from members or shareholders	11a	
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13 Section 501(c)(29) qualified nonprofit health insurance issuers.		
a Is the organization licensed to issue qualified health plans in more than one state?	13a	
Note: See the instructions for additional information the organization must report on Schedule O.		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c Enter the amount of reserves on hand	13c	
14a Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year?	15	X
If "Yes," see the instructions and file Form 4720, Schedule N.		
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16	X
If "Yes," complete Form 4720, Schedule O.		
17 Section 501(c)(21) organizations. Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953?	17	
If "Yes," complete Form 6069.		

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Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

	1a	1b	2	3	4	5	6	7a	7b	8a	8b	9	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year	4													
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.														
b Enter the number of voting members included on line 1a, above, who are independent		4												
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			2											X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?				3										X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?					4									X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?						5								X
6 Did the organization have members or stockholders?							6							X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?								7a						X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?									7b					X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:														
a The governing body?										8a			X	
b Each committee with authority to act on behalf of the governing body?											8b			X
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O												9		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	10a	10b	11a	11b	12a	12b	12c	13	14	15a	15b	16a	16b	Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a														X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		10b													
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?			11a											X	
b Describe on Schedule O the process, if any, used by the organization to review this Form 990.															
12a Did the organization have a written conflict of interest policy? If "No," go to line 13					12a									X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?						12b								X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done							12c							X	
13 Did the organization have a written whistleblower policy?								13						X	
14 Did the organization have a written document retention and destruction policy?									14					X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?															
a The organization's CEO, Executive Director, or top management official										15a				X	
b Other officers or key employees of the organization											15b				X
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.															
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?												16a			X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?													16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records **SHALEN BISHOP - 855-900-7325**
2150 PICKWICK DRIVE #304, CAMARILLO, CA 93010

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Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	5,222,320.				
	f All other contributions, gifts, grants, and similar amounts not included above ...	1f					
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f						
Program Service Revenue			Business Code				
	2 a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			6,389.			6,389.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real (ii) Personal				
	b Less: rental expenses ...	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities (ii) Other				
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9 a Gross income from gaming activities. See Part IV, line 19	9a					
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a ALL OTHER LOCAL REVENUE	Business Code	900099	6,641.			6,641.
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d				6,641.		
	12 Total revenue. See instructions				5,235,350.	0.	0.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	213,256.	149,279.	63,977.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,725,409.	1,365,768.	359,641.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	236,526.	188,282.	48,244.	
10 Payroll taxes	139,654.	109,595.	30,059.	
11 Fees for services (nonemployees):				
a Management	362,695.	130,257.	232,438.	
b Legal	44,975.		44,975.	
c Accounting	35,737.		35,737.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	240,722.	115,439.	125,283.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	3,094.		3,094.	
17 Travel	52,310.	18,786.	33,524.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	20,413.	7,331.	13,082.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS AND SUPPLIES	313,888.	313,888.		
b COMMUNICATIONS	18,906.	6,790.	12,116.	
c DUES AND SUBSCRIPTIONS	384.	138.	246.	
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	3,407,969.	2,405,553.	1,002,416.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

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Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	5,916.	1	0.
	2 Savings and temporary cash investments	1,577,953.	2	1,782,834.
	3 Pledges and grants receivable, net	724,055.	3	1,127,420.
	4 Accounts receivable, net	0.	4	819,797.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	43,982.	9	49,473.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b	10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)	2,351,906.	16	3,779,524.	
Liabilities	17 Accounts payable and accrued expenses	2,261,951.	17	1,776,890.
	18 Grants payable		18	
	19 Deferred revenue	0.	19	85,298.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	2,261,951.	26	1,862,188.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	-33,001.	27	1,569,903.
	28 Net assets with donor restrictions	122,956.	28	347,433.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	89,955.	32	1,917,336.
	33 Total liabilities and net assets/fund balances	2,351,906.	33	3,779,524.

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Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,235,350.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,407,969.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,827,381.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	89,955.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,917,336.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☒

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2a	X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2b	X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____	3b	

Form 990 (2021)

Schedule A (Form 990) 2021

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Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2020 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2021. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
b 33 1/3% support test - 2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
<input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		
<input type="checkbox"/>		

Schedule A (Form 990) 2021

Schedule A (Form 990) 2021

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2020 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2021. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests - 2020. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
11a		
b A family member of a person described on line 11a above?		
11b		
c A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

	Yes	No
1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2 Activities Test. Answer lines 2a and 2b below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in Part VI .		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1** ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		
7 <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).			

Schedule A (Form 990) 2021

Schedule A (Form 990) 2021

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**Section D - Distributions**

		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2021 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1 Distributable amount for 2021 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2021 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2021			
a From 2016			
b From 2017			
c From 2018			
d From 2019			
e From 2020			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2021 distributable amount			
i Carryover from 2016 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2021 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2021 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2022. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2017			
b Excess from 2018			
c Excess from 2019			
d Excess from 2020			
e Excess from 2021			

Schedule A (Form 990) 2021

SCHEDULE D
(Form 990)Department of the Treasury
Internal Revenue Service**Supplemental Financial Statements**▶ **Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**▶ **Attach to Form 990.**▶ **Go to www.irs.gov/Form990 for instructions and the latest information.**

OMB No. 1545-0047

2021**Open to Public
Inspection****Name of the organization****PEAK PREP PLEASANT VALLEY****Employer identification number****84-2636686****Part I****Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II**Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (for example, recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III**Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ \$

(ii) Assets included in Form 990, Part X ▶ \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ \$

b Assets included in Form 990, Part X ▶ \$

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2021

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition

d ☐ Loan or exchange program

b ☐ Scholarly research

e ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets

to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ☐ _____ %

b Permanent endowment ☐ _____ %

c Term endowment ☐ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations

(ii) Related organizations

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐

	Yes	No
3a(i)		
3a(ii)		
3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) ☐ 0.

Schedule D (Form 990) 2021

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... ☒

Schedule D (Form 990) 2021

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	5,235,350.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	5,235,350.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	5,235,350.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	3,407,969.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	3,407,969.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	3,407,969.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ORGANIZATION IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE ORGANIZATION IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ORGANIZATION FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

Part XIII	Supplemental Information <i>(continued)</i>
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Schedule D (Form 990) 2021

SCHEDULE E
(Form 990)Department of the Treasury
Internal Revenue Service**Schools**► **Complete if the organization answered "Yes" on Form 990,
Part IV, line 13, or Form 990-EZ, Part VI, line 48.**► **Attach to Form 990 or Form 990-EZ.**► **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2021**Open to Public
Inspection**

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-263686**Part I**

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II
- THE SCHOOL PUBLICIZES ITS RACIAL NONDISCRIMINATION POLICY IN THE FAMILY HANDBOOK MADE AVAILABLE ON THE SCHOOL WEBSITE.**

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.
- THE SCHOOL DOES NOT AWARD SCHOLARSHIPS OR FINANCIAL AID.**

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.
- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b		X
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2021

**SCHEDULE J
(Form 990)**Department of the Treasury
Internal Revenue Service**Compensation Information**For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021Open to Public
Inspection

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-2636686

Part I Questions Regarding Compensation**1a** Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.☐ First-class or charter travel☐ Housing allowance or residence for personal use☐ Travel for companions☐ Payments for business use of personal residence☐ Tax indemnification and gross-up payments☐ Health or social club dues or initiation fees☐ Discretionary spending account☐ Personal services (such as maid, chauffeur, chef)**b** If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain**2** Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?**3** Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.☐ Compensation committee☐ Written employment contract☐ Independent compensation consultant☒ Compensation survey or study☐ Form 990 of other organizations☒ Approval by the board or compensation committee**4** During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:**a** Receive a severance payment or change-of-control payment?**b** Participate in or receive payment from a supplemental nonqualified retirement plan?**c** Participate in or receive payment from an equity-based compensation arrangement?

If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.**5** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:**a** The organization?**b** Any related organization?

If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:**a** The organization?**b** Any related organization?

If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III**8** Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III**9** If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

Yes No

1b

2

4a

4b

4c

5a

5b

6a

6b

7

8

9

X

X

X

X

X

X

X

X

X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2021

**SCHEDULE O
(Form 990)**Department of the Treasury
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2021Open to Public
Inspection

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-2636686

FORM 990, PART VI, SECTION A, LINE 8B:

THERE ARE NO COMMITTEES WITH AUTHORITY TO ACT ON BEHALF OF THE BOARD.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15A:

THE EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINE BASED ON DATA PROVIDED BY EXTERNAL CHARTER

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990) 2021

MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION.

FORM 990, PART VI, SECTION C, LINE 19:
DOCUMENTS AND POLICIES ARE POSTED ON OUR WEBSITE AND AVAILABLE TO THE PUBLIC UPON REQUEST AS IS OUR FINANCIAL STATEMENTS.

FORM 990, PART XII, LINE 2C:
THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED.

TAXABLE YEAR

2021**California Exempt Organization
Annual Information Return**

128941 12-29-21

FORM

199Calendar Year 2021 or fiscal year beginning (mm/dd/yyyy) **07/01/2021**, and ending (mm/dd/yyyy) **06/30/2022**

Corporation/Organization name

PEAK PREP PLEASANT VALLEY

Additional information. See instructions.

California corporation number

4290874

FEIN

84-2636686

Street address (suite or room)

2150 PICKWICK DRIVE #304

PMB no.

City

CAMARILLO

State

CA

ZIP code

93010

Foreign country name

Foreign province/state/county

Foreign postal code

- A** First return ☐ Yes ☒ No
- B** Amended return ☐ Yes ☒ No
- C** IRC Section 4947(a)(1) trust ☐ Yes ☒ No
- D** Final information return?
- ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
- Enter date: (mm/dd/yyyy) ☐
- E** Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other
- F** Federal return filed? (1) ☐ 990T (2) ☐ 990PF (3) ☐ Sch H (990) (4) ☒ Other 990 series
- G** Is this a group filing? See instructions ☐ Yes ☒ No
- H** Is this organization in a group exemption ☐ Yes ☒ No
- If "Yes," what is the parent's name?

- I** Did the organization have any changes to its guidelines not reported to the FTB? See instructions ☐ Yes ☒ No
- J** If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ☐ Yes ☒ No
- K** Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No
- If "Yes," enter the gross receipts from nonmember sources \$ ☐
- L** Is the organization a limited liability company? ☐ Yes ☒ No
- M** Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No
- N** Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No
- O** Is federal Form 1023/1024 pending? ☐ Yes ☒ No
- Date filed with IRS ☐

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	13,030	00
	2	Gross dues and assessments from members and affiliates		00
	3	Gross contributions, gifts, grants, and similar amounts received	5,222,320	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	5,235,350	00
	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6		00
	8	Total gross income. Subtract line 7 from line 4	5,235,350	00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18	3,407,969	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	1,827,381	00
Filing Fee	11	Total payments		00
	12	Use tax. See General Information K		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12		00
	15	Penalties and interest. See General Information J		00
	16	Balance due. Add line 12 and line 15. Then subtract line 11 from the result		00
Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.			
	DocuSigned by: Signature of officer <i>Shalen Bishop</i> Title EXECUTIVE DIRE Date 4/17/2023 Telephone 415-320-6202			
Paid Preparer's Use Only	Preparer's signature <i>Tina Henton</i> 9000D551BF484F2...	Date 04/04/23	Check if self-employed <input type="checkbox"/>	PTIN P00630282
	Firm's name (or yours, if self-employed) and address CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740			Firm's FEIN 41-0746749
				Telephone (626) 857-7300
	May the FTB discuss this return with the preparer shown above? See instructions <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

PEAK PREP PLEASANT VALLEY

84-2636686

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

128951 01-19-22

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00	
	2	Interest	•	2	6,389	00	
	3	Dividends	•	3		00	
	4	Gross rents	•	4		00	
	5	Gross royalties	•	5		00	
	6	Gross amount received from sale of assets (See instructions)	•	6		00	
	7	Other income SEE STATEMENT 1	•	7	6,641	00	
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	13,030	00	
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00	
	10	Disbursements to or for members	•	10		00	
	11	Compensation of officers, directors, and trustees SEE STATEMENT 2	•	11	213,256	00	
	12	Other salaries and wages	•	12	1,725,409	00	
	13	Interest	•	13		00	
	14	Taxes	•	14	139,654	00	
	15	Rents	•	15	3,094	00	
	16	Depreciation and depletion (See instructions)	•	16		00	
	Expenses and Disbursements	17	Other expenses and disbursements SEE STATEMENT 3	•	17	1,326,556	00
		18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	3,407,969	00

Schedule L Balance Sheet

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash		1,583,869	•	1,782,834
2 Net accounts receivable			•	819,797
3 Net notes receivable			•	
4 Inventories			•	
5 Federal and state government obligations			•	
6 Investments in other bonds			•	
7 Investments in stock			•	
8 Mortgage loans			•	
9 Other investments			•	
10 a Depreciable assets				
b Less accumulated depreciation	()	()		
11 Land			•	
12 Other assets STMT 4		768,037	•	1,176,893
13 Total assets		2,351,906		3,779,524
Liabilities and net worth				
14 Accounts payable		2,261,951	•	1,776,890
15 Contributions, gifts, or grants payable			•	
16 Bonds and notes payable			•	
17 Mortgages payable			•	
18 Other liabilities STMT 5				85,298
19 Capital stock or principal fund			•	
20 Paid-in or capital surplus. Attach reconciliation			•	
21 Retained earnings or income fund		89,955	•	1,917,336
22 Total liabilities and net worth		2,351,906		3,779,524

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	1,827,381	7 Income recorded on books this year not included in this return. Attach schedule	•	
2 Federal income tax	•		8 Deductions in this return not charged against book income this year. Attach schedule	•	
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8		
4 Income not recorded on books this year. Attach schedule	•		10 Net income per return. Subtract line 9 from line 6		1,827,381
5 Expenses recorded on books this year not deducted in this return. Attach schedule	•				
6 Total. Add line 1 through line 5		1,827,381			

PEAK PREP PLEASANT VALLEY84-2636686

CA 199

OTHER INCOME

STATEMENT 1

DESCRIPTIONAMOUNT

ALL OTHER LOCAL REVENUE

6,641.

TOTAL TO FORM 199, PART II, LINE 7

6,641.

CA 199

COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES

STATEMENT 2

NAME AND ADDRESSTITLE AND
AVERAGE HRS WORKED/WKCOMPENSATIONDR. SHALEN BISHOP
2150 PICKWICK DRIVE #304
CAMARILLO, CA 93010EXECUTIVE DIRECTOR
40.00

213,256.

MARLO HARTSUYKER
2150 PICKWICK DRIVE #304
CAMARILLO, CA 93010BOARD CHAIR
1.00

0.

SANDRA TAYLOR
2150 PICKWICK DRIVE #304
CAMARILLO, CA 93010TREASURER
1.00

0.

NATALIE ADAMS
2150 PICKWICK DRIVE #304
CAMARILLO, CA 93010SECRETARY
1.00

0.

ALANA MILLER
2150 PICKWICK DRIVE #304
CAMARILLO, CA 93010MEMBER
1.00

0.

TOTAL TO FORM 199, PART II, LINE 11

213,256.

PEAK PREP PLEASANT VALLEY84-2636686

CA 199	OTHER EXPENSES	STATEMENT 3
DESCRIPTION		AMOUNT
BOOKS AND SUPPLIES		313,888.
COMMUNICATIONS		18,906.
DUES AND SUBSCRIPTIONS		384.
OTHER EMPLOYEE BENEFITS		236,526.
MANAGEMENT FEES		362,695.
LEGAL FEES		44,975.
ACCOUNTING FEES		35,737.
OTHER PROFESSIONAL FEES		240,722.
TRAVEL		52,310.
INSURANCE		20,413.
TOTAL TO FORM 199, PART II, LINE 17		1,326,556.

CA 199	OTHER ASSETS	STATEMENT 4
DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	724,055.	1,127,420.
PREPAID EXPENSES AND DEFERRED CHARGES	43,982.	49,473.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	768,037.	1,176,893.

CA 199	OTHER LIABILITIES	STATEMENT 5
DESCRIPTION	BEG. OF YEAR	END OF YEAR
DEFERRED REVENUE	0.	85,298.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	0.	85,298.

022

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR

2021**California e-file Return Authorization for
Exempt Organizations**

FORM

8453-EO

Exempt Organization name

Identifying number

PEAK PREP PLEASANT VALLEY**84-2636686****Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	5,235,350
2	Total gross income (Form 199, line 8)	2	5,235,350
3	Total expenses and disbursements (Form 199, line 9)	3	3,407,969

Part II Settle Your Account Electronically for Taxable Year 2021

4	<input type="checkbox"/> Electronic funds withdrawal	4a	Amount	4b	Withdrawal date (mm/dd/yyyy)
----------	--	-----------	--------	-----------	------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

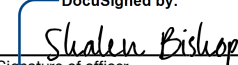
5	Routing number	
6	Account number	7 Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2021 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign
Here**

DocuSigned by:

Signature of officer
9000D551BF484F2...

4/17/2023

Date

EXECUTIVE DIRECTOR

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2021 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's signature	TINA HENTON	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN
Must Sign	Firm's name (or yours if self-employed) and address	CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENORA, CA				Firm's FEIN 41-0746749 ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature		Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address				Firm's FEIN ZIP code

FTB 8453-EO 2021

Form 990 Department of the Treasury Internal Revenue Service	Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations) ▶ Do not enter social security numbers on this form as it may be made public. ▶ Go to www.irs.gov/Form990 for instructions and the latest information.	OMB No. 1545-0047 <div style="font-size: 2em; font-weight: bold;">2021</div> Open to Public Inspection
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A For the 2021 calendar year, or tax year beginning JUL 1, 2021 and ending JUN 30, 2022

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization PEAK PREP PLEASANT VALLEY Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2150 PICKWICK DRIVE #304 City or town, state or province, country, and ZIP or foreign postal code CAMARILLO, CA 93010 F Name and address of principal officer: DR. SHALEN BISHOP SAME AS C ABOVE	D Employer identification number 84-2636686 E Telephone number 855-900-7325 G Gross receipts \$ 5,235,350. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ HTTPS://PEAK-PREP.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
L Year of formation: 2019 M State of legal domicile: CA		

Part I Summary

1	Briefly describe the organization's mission or most significant activities: PEAK PREP PLEASANT VALLEY IS A PUBLIC CHARTER SCHOOL SERVING STUDENTS IN TK TO 12TH GRADES.	
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
3	Number of voting members of the governing body (Part VI, line 1a)	4
4	Number of independent voting members of the governing body (Part VI, line 1b)	4
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	35
6	Total number of volunteers (estimate if necessary)	4
7a	Total unrelated business revenue from Part VIII, column (C), line 12	0.
7b	Net unrelated business taxable income from Form 990-T, Part I, line 11	0.
8	Contributions and grants (Part VIII, line 1h)	2,593,798.
9	Program service revenue (Part VIII, line 2g)	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	7,811.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	22,172.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,623,781.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,214,075.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.	
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	760,261.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,974,336.
19	Revenue less expenses. Subtract line 18 from line 12	-350,555.
20	Total assets (Part X, line 16)	2,351,906.
21	Total liabilities (Part X, line 26)	2,261,951.
22	Net assets or fund balances. Subtract line 21 from line 20	89,955.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer <i>Shalen Bishop</i> DR. SHALEN BISHOP, EXECUTIVE DIRECTOR Type or print name and title	Date 4/17/2023
Paid Preparer Use Only	Print/Type preparer's name TINA HENTON Preparer's signature TINA HENTON Date 04/12/23 Check if self-employed <input type="checkbox"/> PTIN P00630282 Firm's name ▶ CLIFTONLARSONALLEN LLP Firm's address ▶ 2210 EAST ROUTE 66 GLENDORA, CA 91740 Firm's EIN ▶ 41-0746749 Phone no. (626) 857-7300	

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
OUR SCHOOL STRIVES TO CREATE PASSIONATE COMMUNITY LEADERS, IMPLEMENT AN ACADEMICALLY RIGOROUS APPROACH TO PERSONALIZED LEARNING, AND DEVELOP SKILLS FOR CONTINUED, INDEPENDENT LEARNING.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 2,405,553. including grants of \$) (Revenue \$)
PEAK PREP PLEASANT VALLEY IS AN ACCREDITED, TUITION-FREE TK-12 PUBLIC ONLINE SCHOOL IN CALIFORNIA THAT USES INNOVATIVE TECHNOLOGY TO HELP STUDENTS THRIVE IN THEIR SCHOOLWORK AND LIFE. AT PEAK PREP, WE EMPOWER STUDENTS TO BE THEIR BEST BY ENABLING THEM TO LEARN IN WAYS THAT ARE RIGHT FOR THEM AT HOME, AT THEIR PROPER LEVEL, AND AT THEIR OWN PACE. WE SERVE APPROXIMATELY 330 TK-12 STUDENTS RESIDING IN KERN, LOS ANGELES, SANTA BARBARA, AND VENTURA COUNTIES.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **2,405,553.**

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	2	X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a	X
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e	X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13 X	
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18	X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

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Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19?	38	X

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	5
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X

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Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

	Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	35
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. See instructions.		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b	
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b If "Yes," enter the name of the foreign country		
See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7 Organizations that may receive deductible contributions under section 170(c).		
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9 Sponsoring organizations maintaining donor advised funds.		
a Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10 Section 501(c)(7) organizations. Enter:		
a Initiation fees and capital contributions included on Part VIII, line 12	10a	
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11 Section 501(c)(12) organizations. Enter:		
a Gross income from members or shareholders	11a	
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13 Section 501(c)(29) qualified nonprofit health insurance issuers.		
a Is the organization licensed to issue qualified health plans in more than one state?	13a	
Note: See the instructions for additional information the organization must report on Schedule O.		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c Enter the amount of reserves on hand	13c	
14a Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year?	15	X
If "Yes," see the instructions and file Form 4720, Schedule N.		
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income?	16	X
If "Yes," complete Form 4720, Schedule O.		
17 Section 501(c)(21) organizations. Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953?	17	
If "Yes," complete Form 6069.		

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Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

	1a	1b	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	4			
b Enter the number of voting members included on line 1a, above, who are independent		4		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?			2	X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?			3	X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?			4	X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?			5	X
6 Did the organization have members or stockholders?			6	X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?			7a	X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?			7b	X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?			8a	X
b Each committee with authority to act on behalf of the governing body?			8b	X
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O			9	X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a	X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b	
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X
b Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
12a Did the organization have a written conflict of interest policy? If "No," go to line 13	12a	X
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done	12c	X
13 Did the organization have a written whistleblower policy?	13	X
14 Did the organization have a written document retention and destruction policy?	14	X
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official	15a	X
b Other officers or key employees of the organization	15b	X
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.		
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a	X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b	

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records ►
SHALEN BISHOP - 855-900-7325
2150 PICKWICK DRIVE #304, CAMARILLO, CA 93010

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Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	5,222,320.				
	f All other contributions, gifts, grants, and similar amounts not included above ...	1f					
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f				5,222,320.		
Program Service Revenue			Business Code				
	2 a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			6,389.			6,389.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real	(ii) Personal			
	b Less: rental expenses ...	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities	(ii) Other			
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a						
b Less: direct expenses	8b						
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	9a						
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a ALL OTHER LOCAL REVENUE		Business Code	900099	6,641.		6,641.
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			6,641.			
	12 Total revenue. See instructions			5,235,350.	0.	0.	13,030.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.				
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	213,256.	149,279.	63,977.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	1,725,409.	1,365,768.	359,641.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	236,526.	188,282.	48,244.	
10 Payroll taxes	139,654.	109,595.	30,059.	
11 Fees for services (nonemployees):				
a Management	362,695.	130,257.	232,438.	
b Legal	44,975.		44,975.	
c Accounting	35,737.		35,737.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	240,722.	115,439.	125,283.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	3,094.		3,094.	
17 Travel	52,310.	18,786.	33,524.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	20,413.	7,331.	13,082.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a BOOKS AND SUPPLIES	313,888.	313,888.		
b COMMUNICATIONS	18,906.	6,790.	12,116.	
c DUES AND SUBSCRIPTIONS	384.	138.	246.	
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	3,407,969.	2,405,553.	1,002,416.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

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Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	5,916.	1	0.
	2 Savings and temporary cash investments	1,577,953.	2	1,782,834.
	3 Pledges and grants receivable, net	724,055.	3	1,127,420.
	4 Accounts receivable, net	0.	4	819,797.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	43,982.	9	49,473.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b	10c	
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11		15	
16 Total assets. Add lines 1 through 15 (must equal line 33)	2,351,906.	16	3,779,524.	
Liabilities	17 Accounts payable and accrued expenses	2,261,951.	17	1,776,890.
	18 Grants payable		18	
	19 Deferred revenue	0.	19	85,298.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	2,261,951.	26	1,862,188.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	-33,001.	27	1,569,903.
	28 Net assets with donor restrictions	122,956.	28	347,433.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	89,955.	32	1,917,336.
	33 Total liabilities and net assets/fund balances	2,351,906.	33	3,779,524.

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Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,235,350.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,407,969.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,827,381.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	89,955.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	1,917,336.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☒

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2a	X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	2b	X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____	3b	

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Schedule A (Form 990) 2021

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Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2020 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2021. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
b 33 1/3% support test - 2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
17a 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
b 10% -facts-and-circumstances test - 2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		

Schedule A (Form 990) 2021

Schedule A (Form 990) 2021

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2020 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2021. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests - 2020. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
11a		
b A family member of a person described on line 11a above?		
11b		
c A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

	Yes	No
1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).		
2 Activities Test. Answer lines 2a and 2b below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.		
2a		
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer lines 3a and 3b below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in Part VI .		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990) 2021

Schedule A (Form 990) 2021

PEAK PREP PLEASANT VALLEY

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**Section D - Distributions**

		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2021 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1 Distributable amount for 2021 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2021 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2021			
a From 2016			
b From 2017			
c From 2018			
d From 2019			
e From 2020			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2021 distributable amount			
i Carryover from 2016 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2021 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2021 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2022. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2017			
b Excess from 2018			
c Excess from 2019			
d Excess from 2020			
e Excess from 2021			

Schedule A (Form 990) 2021

SCHEDULE D
(Form 990)Department of the Treasury
Internal Revenue Service**Supplemental Financial Statements**▶ Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
▶ Attach to Form 990.▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021Open to Public
Inspection

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-2636686

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (for example, recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ▶ \$

(ii) Assets included in Form 990, Part X ▶ \$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ▶ \$

b Assets included in Form 990, Part X ▶ \$

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Schedule D (Form 990) 2021

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition

d ☐ Loan or exchange program

b ☐ Scholarly research

e ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets

to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
1c Beginning balance	
1d Additions during the year	
1e Distributions during the year	
1f Ending balance	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ☐ _____ %

b Permanent endowment ☐ _____ %

c Term endowment ☐ _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations

(ii) Related organizations

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? ☐

	Yes	No
3a(i)		
3a(ii)		
3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) ☐ 0.

Schedule D (Form 990) 2021

Schedule D (Form 990) 2021

PEAK PREP PLEASANT VALLEY

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... ☒

Schedule D (Form 990) 2021

Schedule D (Form 990) 2021

PEAK PREP PLEASANT VALLEY

84-2636686 Page 4

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	5,235,350.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	5,235,350.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	5,235,350.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	3,407,969.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	3,407,969.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	3,407,969.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ORGANIZATION IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE ORGANIZATION IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ORGANIZATION FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

SCHEDULE E
(Form 990)Department of the Treasury
Internal Revenue Service**Schools**► **Complete if the organization answered "Yes" on Form 990,
Part IV, line 13, or Form 990-EZ, Part VI, line 48.**► **Attach to Form 990 or Form 990-EZ.**► **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2021**Open to Public
Inspection**

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-263686**Part I**

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II
- THE SCHOOL PUBLICIZES ITS RACIAL NONDISCRIMINATION POLICY IN THE FAMILY HANDBOOK MADE AVAILABLE ON THE SCHOOL WEBSITE.**

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.
- THE SCHOOL DOES NOT AWARD SCHOLARSHIPS OR FINANCIAL AID.**

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.
- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b		X
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2021

**SCHEDULE J
(Form 990)**Department of the Treasury
Internal Revenue Service**Compensation Information**For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2021Open to Public
Inspection

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

84-2636686

Part I Questions Regarding Compensation**1a** Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.☐ First-class or charter travel☐ Housing allowance or residence for personal use☐ Travel for companions☐ Payments for business use of personal residence☐ Tax indemnification and gross-up payments☐ Health or social club dues or initiation fees☐ Discretionary spending account☐ Personal services (such as maid, chauffeur, chef)**b** If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain**2** Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?**3** Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.☐ Compensation committee☐ Written employment contract☐ Independent compensation consultant☒ Compensation survey or study☐ Form 990 of other organizations☒ Approval by the board or compensation committee**4** During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:**a** Receive a severance payment or change-of-control payment?**b** Participate in or receive payment from a supplemental nonqualified retirement plan?**c** Participate in or receive payment from an equity-based compensation arrangement?

If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.**5** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:**a** The organization?**b** Any related organization?

If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:**a** The organization?**b** Any related organization?

If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III**8** Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III**9** If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

Yes No

1b

2

4a

4b

4c

5a

5b

6a

6b

7

8

9

X

X

X

X

X

X

X

X

X

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Schedule J (Form 990) 2021

Part II	Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.
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For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

[illegible]

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

**SCHEDULE O
(Form 990)**Department of the Treasury
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

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Inspection

Name of the organization

PEAK PREP PLEASANT VALLEY

Employer identification number

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FORM 990, PART VI, SECTION A, LINE 8B:

THERE ARE NO COMMITTEES WITH AUTHORITY TO ACT ON BEHALF OF THE BOARD.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15A:

THE EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINE BASED ON DATA PROVIDED BY EXTERNAL CHARTER

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Schedule O (Form 990) 2021

132211 11-11-21

MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION.

FORM 990, PART VI, SECTION C, LINE 19:
DOCUMENTS AND POLICIES ARE POSTED ON OUR WEBSITE AND AVAILABLE TO THE PUBLIC UPON REQUEST AS IS OUR FINANCIAL STATEMENTS.

FORM 990, PART XII, LINE 2C:
THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED.

Certificate Of Completion

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Shalen Bishop

shalen.bishop@peak-prep.org

Executive Director

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To contact us by email send messages to: BusinessTechnology@CLAconnect.com

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ii. send us an email to BusinessTechnology@CLAconnect.com and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

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To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

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- Until or unless you notify CliftonLarsonAllen LLP as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by CliftonLarsonAllen LLP during the course of your relationship with CliftonLarsonAllen LLP.

**PEAK PREP PLEASANT VALLEY
RESOLUTION 24-04**

**AUTHORIZATION TO ALLOW APPROPRIATION/BUDGET TRANSFERS
FISCAL YEAR 2024-25**

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

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

THEREFORE, BE IT RESOLVED that the PEAK PREP PLEASANT VALLEY authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2023-24 fiscal year. These transfers are to be presented for ratification at the next board meeting.

PASSED and ADOPTED this 5th day of June, 2024 by the Governing Board of the PEAK PREP PLEASANT VALLEY CHARTER SCHOOL of Ventura County, California, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

President of the Governing Board

6/5/2024_____
Date

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

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

These approved signatures will be considered valid for the period of June 5th 2024_____ to June 30th, 2025.

Date of Board Action: 6/5/2024

Signature: _____
President of the Board

PART I

Signatures of Members of the Board

Signature: _____
Print/Type: Patty Lerner_____
Chair of the Board of Education

Signature: _____
Print/Type: Bob Rust_____
Treasurer of the Board of Education

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

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

***K-12 Districts**

42632

42633

PART 2

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

Signature: _____

Print/Type: Josh Valdivia_____

Title: Director of Finance_____

Authorized to Sign: A, B, C, D, E, F, G, 1, 2, accounts payable invoices & staffing timesheets_____

Signature: _____

Print/Type: Patty Lerner _____

Title: Board Chair _____

Authorized to Sign: A, B, C, D, E, F, G _____

Signature: _____

Print/Type: Bob Rust_____

Title: Treasurer of the Board _____

Authorized to Sign: A, B, C, D, E, F, G _____

Signature: _____

Print/Type: Dr. Shalen Bishop_____

Title: Executive Director _____

Authorized to Sign: 1, 2, 5, A, B, C, D, E, F, G_____

Signature: _____

Print/Type: Rudy Calasin_____

Title: Director of School Business Services-BSA_____

Authorized to Sign: A, B, C, D, E, F, G, 2, 5_____

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

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

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

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

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

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

PEAK PREP PLEASANT VALLEY

RESOLUTION 24-02

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

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

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

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

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

PASSED AND ADOPTED this 5th day of June 2024 by the Governing Board of the (Peak Prep Pleasant Valley) of Ventura County, California, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

STATE OF CALIFORNIA
COUNTY OF VENTURA

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

Authorized Agent

Peak Prep Pleasant Valley

RESOLUTION 24-03

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

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

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

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

WHEREAS, the Agency wishes to ensure that all revenues received during the 2023-24 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED THAT, at the close of the 2023-24 year any monies from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIII B of the California Constitution.

PASSED AND ADOPTED THIS 5th day of June 2024 by the governing board of the Peak Prep Pleasant Valley of Ventura County, California, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

STATE OF CALIFORNIA
COUNTY OF VENTURA

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

Dr. Shalen Bishop
Authorized Agent

**PEAK PREP PLEASANT VALLEY
CERTIFICATED EXECUTIVE SALARY SCHEDULE
2024 - 2025**

POSITION	SCHEDULE	# OF DAYS	RATE	ED/01	ED/02	ED/03	ED/04	ED/05
EXECUTIVE DIRECTOR CONTRACT DAYS	CERT ED	1.0 FTE 220	ANNUAL	\$181,692.00	\$190,777.00	\$200,315.00	\$210,331.00	\$220,848.00
			Daily	\$825.87	\$867.17	\$910.52	\$956.05	\$1,003.85

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
MANAGEMENT SALARY SCHEDULE
2024 - 2025**

POSITION	SCHEDULE	# OF DAYS	RATE	A/01	A/02	A/03	A/04	A/05	A/06
DIRECTOR OF OPERATIONS	MGT	1.0 FTE	ANNUAL	\$113,558.00	\$124,800.00	\$129,276.00	\$133,744.00	\$138,242.00	\$142,672.00
CONTRACT DAYS		200	Daily	\$567.79	\$624.00	\$646.38	\$668.72	\$691.21	\$713.36

POSITION	SCHEDULE	# OF DAYS	RATE	B/01	B/02	B/03	B/04	B/05	B/06
DIRECTOR OF FINANCE	MGT	1.0 FTE	ANNUAL	\$129,276.00	\$133,744.00	\$138,242.00	\$142,671.00	\$149,093.00	\$155,801.00
CONTRACT DAYS		260	Daily	\$497.22	\$514.40	\$531.70	\$548.73	\$573.43	\$599.23

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
CERTIFICATED ADMINISTRATIVE SALARY SCHEDULE
2024 - 2025**

POSITION	SCHEDULE	# OF DAYS	RATE	A/01	A/02	A/03	A/04	A/05	A/06	A/07	A/08	A/09	A/10	A/11	A/12
HOMESCHOOL COORDINATOR	CERT ADM	1.0 FTE	ANNUAL	\$97,516.00	\$100,441.00	\$103,454.00	\$106,558.00	\$109,755.00	\$113,367.00	\$116,979.00	\$120,591.00	\$124,203.00	\$127,815.00	\$131,427.00	\$135,039.00
INSTRUCTIONAL COACH		194	Daily	\$502.66	\$517.74	\$533.27	\$549.27	\$565.75	\$584.37	\$602.98	\$621.60	\$640.22	\$658.84	\$677.46	\$696.08

POSITION	SCHEDULE	# OF DAYS	RATE	B/01	B/02	B/03	B/04	B/05	B/06	B/07	B/08	B/09	B/10	B/11	B/12
PROGRAM SPECIALIST	CERT ADM	1.0 FTE	ANNUAL	\$86,680.00	\$90,292.00	\$93,904.00	\$97,516.00	\$100,441.00	\$103,454.00	\$106,558.00	\$109,755.00	\$113,367.00	\$116,979.00	\$120,591.00	\$124,203.00
		194	Daily	\$446.80	\$465.42	\$484.04	\$502.66	\$517.74	\$533.27	\$549.27	\$565.75	\$584.37	\$602.98	\$621.60	\$640.22

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
CERTIFICATED TEACHER SALARY SCHEDULE
2024 - 2025**

STEP	01/CL1 CLASS 1 BACHELOR'S DEGREE	01/CL2 CLASS II BA PLUS 30 MA	01/CL3 CLASS III BA PLUS 45 MA PLUS 5	01/CL4 CLASS IV BA PLUS 60 MA PLUS 20	01/CL5 CLASS V BA PLUS 75 PLUS MA MA PLUS 35 or BA PLUS 84
1	\$47,721.00	\$47,721.00	\$49,993.00	\$54,535.00	\$59,077.00
2	\$47,721.00	\$48,630.00	\$53,172.00	\$57,714.00	\$62,257.00
3	\$48,460.00	\$51,809.00	\$56,351.00	\$60,894.00	\$65,436.00
4	\$50,446.00	\$54,989.00	\$59,531.00	\$64,073.00	\$68,615.00
5	\$53,627.00	\$58,169.00	\$62,711.00	\$67,254.00	\$71,796.00
6	\$56,806.00	\$61,348.00	\$65,891.00	\$70,433.00	\$74,975.00
7	\$59,985.00	\$64,528.00	\$69,070.00	\$73,612.00	\$78,155.00
8	\$63,165.00	\$67,707.00	\$72,249.00	\$76,792.00	\$81,334.00
9		\$70,887.00	\$75,429.00	\$79,971.00	\$84,513.00
10			\$78,609.00	\$83,152.00	\$87,694.00
11				\$86,331.00	\$90,873.00
12				\$89,510.00	\$94,053.00
13					\$97,232.00

189 Contract Days

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

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

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

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

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

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

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
CERTIFICATED PUPIL SUPPORT SALARY SCHEDULE
2024 - 2025**

POSITION	SCHEDULE	# OF DAYS	RATE	A/01	A/02	A/03	A/04	A/05	A/06	A/07	A/08	A/09	A/10	A/11	A/12
COUNSELOR	CERT PS	1.0 FTE	ANNUAL	\$76,943.00	\$81,143.00	\$84,587.00	\$88,191.00	\$91,634.00	\$95,086.00	\$98,526.00	\$101,983.00	\$105,747.00	\$109,194.00	\$112,629.00	\$116,678.00
CONTRACT DAYS		194	Daily	\$396.61	\$418.26	\$436.02	\$454.59	\$472.34	\$490.13	\$507.87	\$525.69	\$545.09	\$562.86	\$580.56	\$601.43

POSITION	SCHEDULE	# OF DAYS	RATE	B/01	B/02	B/03	B/04	B/05	B/06	B/07	B/08	B/09	B/10	B/11	B/12
PSYCHOLOGIST/SPEECH PATHOLOGIST	CERT PS	1.0 FTE	ANNUAL	\$76,943.00	\$81,143.00	\$84,587.00	\$88,191.00	\$91,634.00	\$95,086.00	\$98,526.00	\$101,983.00	\$105,747.00	\$109,194.00	\$112,629.00	\$116,678.00
CONTRACT DAYS		194	Daily	\$396.61	\$418.26	\$436.02	\$454.59	\$472.34	\$490.13	\$507.87	\$525.69	\$545.09	\$562.86	\$580.56	\$601.43

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

PEAK PREP PLEASANT VALLEY
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE
2024 - 2025

CERTIFICATED STIPENDS	SCHEDULE	RATE
CLUBS/ACTIVITIES - VARIOUS	CE STIP/002/01	\$1,000.00
MCKINNEY-VENTO LIAISON ELPAC & CAASPP COORDINATOR CTE COORDINATOR PARENT ENGAGEMENT COORDINATOR COUNSELOR SUMMER SEL COORDINATOR	CE STIP/001/01	\$5,000.00
504 & SST COORDINATOR DUAL ENROLLMENT COORDINATOR	CE STIP/005/01	\$6,000.00
CALPADS COORDINATOR	CE STIP/004/01	\$7,500.00
ADMINSTRATIVE STIPEND	CE STIP/005/01	\$12,000.00
ADMINSTRATOR SUMMER	CE STIP/006/01	\$10,000.00

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

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
CLASSIFIED HOURLY SALARY SCHEDULE
2024 - 2025**

POSITION	SCHEDULE	RATE
Business & Finance Technician	02H/A/001	\$ 27.41
Office Manager	02H/A/002	\$ 28.77
Administrative Assistant	02H/A/003	\$ 30.21
Attendance/Enrollment Specialist	02H/A/004	\$ 31.72
Attendance Assistant	02H/A/005	\$ 33.31
Teaching Assistant (Non-Instructional)/Accounts Payable Clerk		
Instructional Assistant	02H/B/001	\$ 22.69
	02H/B/002	\$ 23.86
	02H/B/003	\$ 25.07
	02H/B/004	\$ 26.29
	02H/B/005	\$ 27.63

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

**PEAK PREP PLEASANT VALLEY
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE
2024 - 2025**

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

EFFECTIVE : July 1, 2024

BOARD ADOPTED:

REVISED: 5/29/2024

Payroll Authorization Requests
(PARs)

2024-2025

All PARS have been included in the adopted budget.

Employee Number	Role	Amount	LCAP Goal
24	Dual Enrollment Coordinator	6,000/year	3
Various	Clubs/Activities Stipend	1,000/year	1
Various Teachers	June/July Teacher, ESY Teacher Stipend	\$50/Hr	2, 3 & 4
26 & 48	Admin Summer Stipend (2)	10,000/Year	2, 3 & 4
TBD	Counselor Summer Stipend	5,000/Year	2, 3 & 4
2	McKinney-Vento Liaison	5,000/year	2 & Improved Services
3	ELPAC & CAASPP	5,000/year	2 & 3
TBD	Administrative Stipend	\$12,000/year	1,2,3,4
47	504 & SST Coordinator	6,000/Year	2
12	CTE Coordinator	5,000/year	3 & 4
TBD	SEL Coordinator	5,000/year	3
TBD	Parent Engagement Coordinator	5,000/year	1
7	Calpads Coordinator	7,500/Year	4
43, 44, 38, 48, 58, 64, 65, 53, 62	Classified Vacation Payout 2022-2023	Remaining Balance	



Employee Handbook 2024-2025

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

Phone: (805) 222-0025

Website: www.peak-prep.com

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

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

EMPLOYEE NAME: _____

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

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

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

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

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

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INTRODUCTION TO HANDBOOK

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

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

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

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

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

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

PPPV is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should

specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. PPPV will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. PPPV will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

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

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

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

PPPV will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee, be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

PPPV will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, PPPV will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so

by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Staff/Student Interaction Policy

PPPV recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

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

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

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

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

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

PPPV is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. PPPV's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health care decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

PPPV does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including

independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When PPPV receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. PPPV is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

PPPV is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and

epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or

pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate PPPV policy.

Whistleblower Policy

PPPV requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

PPPV is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other PPPV stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

The PPPV facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 3:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are 8:00 a.m. – 3:00pm and generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and PPPV mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

PPPV accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

PPPV will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Director as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

Timecards/Records

By law, PPPV is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall keep be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

PPPV will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or

disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. PPPV retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

PPPV's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

PPPV employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Executive Director.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Health and Safety Policy

PPPV is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

PPPV has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desks or offices must be secured at the end of each workday. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

PPPV is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. PPPV's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. PPPV will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. PPPV provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to the Executive Director.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee’s earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the Executive Director as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

PPPV will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. PPPV will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- PPPV stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Executive Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Executive Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. PPPV's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep the Executive Director advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. PPPV will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

PPPV calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session.

Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School. Full-time clerical staff shall accrue ten (10) days of paid vacation each year, beginning after six (6) months of service. Paid vacation time for administrators will be established in the administrator's employment contract. Employees working on part-time basis (less than full-time) shall not earn vacation days.

Any vacation time taken during the school year or otherwise should be coordinated and cleared by the Executive Director subject to scheduling and seniority. No vacation time may be taken by clerical staff during the last two weeks of August unless specifically authorized by the Executive Director.

For clerical employees, vacation days should be taken when school is not in session, preferably between July 1 to August 15. Vacation time is figured on a school year beginning with the opening of school rather than on a fiscal year.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of fifteen (15) days of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

PPPV recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of ten (10) days per full work year. Up to seven (7) days of sick leave may be used for personal necessity leave.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date without the written authorization of the Executive Director. Sick leave must be taken by eligible employees in increments of two (2) hours. Sick leave carries over from year to year up to a maximum of fifteen (15) days. Once this cap is reached, no further sick leave will accrue until some sick leave is used. The School does not pay employees in lieu of unused sick leave. New Classified staff may transfer up to five (5)H days from their previous school.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Catastrophic Injury or Illness Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, or of an employee's family member (e.g., spouse/partner, child, or parent), as verified by a licensed physician and which forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Conditions that are short-term in nature (e.g., the flu, back pain, a broken limb, etc.) are not catastrophic. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work, and which are long-term in nature and require long recuperation periods, may be considered catastrophic. The catastrophic leave program shall be implemented as follows:

1. Employees may donate up to two (2) sick leave days per fiscal year and to a sick leave bank for employees suffering a catastrophic illness/injury. However, employees must retain at least five (5) sick leave days for their own account. All transfers of sick leave are irrevocable.
2. Catastrophic leave requests must be submitted in writing to the Superintendent. Any employee requesting to receive donated sick leave under this program shall first exhaust all paid leave (e.g., sick and vacation leave) they have accrued.
3. The Superintendent shall determine whether or not to grant a request for catastrophic leave based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence, and the prognosis for recovery. There is no right to receive catastrophic leave donations. The Superintendent may, in their sole and unreviewable discretion, decline an employee's request for catastrophic leave benefits for any reason.
4. All information provided by the employee requesting catastrophic leave shall be held in strict confidence by the School and shall be isolated from other employment records as required by applicable law.

5. The number of sick days that can be received by an employee from the catastrophic leave bank is limited to twenty (20) per fiscal year.
6. If an employee is also receiving any form of disability benefits, which are paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of disability benefits the employee is receiving, shall not exceed the employee's total weekly salary. Employees must disclose to the School whether they are receiving any such disability benefits.
7. Any reinstatement rights for employees utilizing catastrophic leave shall be in accordance with applicable law.
8. Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
 3. To care for a spouse, domestic partner, child, or parent with a serious health condition, a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
 4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- **Health Benefits**

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

PPPV may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- **Seniority**

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA/CFRA Leave
 1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and

that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- **Return to Work**

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- **Health Benefits**

PPPV shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. PPPV can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- **Seniority**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.
- Requesting and Scheduling Pregnancy Disability Leave
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
 6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
 - Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with PPPV policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

PPPV, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;

- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. PPPV, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

PPPV shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, PPPV will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

PPPV shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (5) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

School Appearance and Activities Leave

As required by law, PPPV will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of PPPV, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

PPPV provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide PPPV with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide PPPV one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's

absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, PPPV will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. PPPV shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Executive Director regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive

Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

PPPV reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

PPPV will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by:_____

Date: _____

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur?

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

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

**AGREEMENT FOR BUSINESS SERVICES BETWEEN
THE VENTURA COUNTY SCHOOLS BUSINESS SERVICES AUTHORITY
AND THE PEAK PREP PLEASANT VALLEY (Charter School)
JULY 1, 2024 – SEPTEMBER 30, 2024**

This Agreement for Business Services (“Agreement”) is made and entered into as of the 1st day of July 2024, by and between the Ventura County Schools Business Services Authority (“BSA”), a Joint Powers Authority organized and operated pursuant to Government Code section 6500, and the Peak Prep Pleasant Valley (“Charter School”), organized and operating pursuant to Education Code section 47600, et seq., (each a “Party” and, together, “Parties”).

RECITALS

WHEREAS, the BSA provides professional and business services to school districts and charter schools located in Ventura County; and

WHEREAS, the Parties desire by this Agreement for the BSA to provide services to the Charter School; and

WHEREAS, the Charter School desires, by this Agreement, to grant to the BSA the authority to relay and disclose information to the Pleasant Valley School District (“Sponsoring District”) as needed for the oversight obligation.

AGREEMENT

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. Term

BSA shall commence providing services under this Agreement on July 1, 2024, and shall continue through September 30, 2024. This finite period is identified specifically for fee purposes. BSA will provide support for the 2023-24 school year as necessary beyond September 30 for the audit, Form 990, State reporting, and public record requests from years BSA has served Peak.

2. Services

BSA shall provide Charter School with business services (“Services”) relating to the close of the 2023-24 fiscal year and will not include back-office services for the 2024-25 fiscal year. Year-end services include, but are not limited to, year-end payroll processing, year-end accounts payable and receivable processing, general ledger reconciliation, fixed asset reconciliation, categorical program reconciliation, preparation of Unaudited Actuals reports, assistance with audit and Form 990.

3. Charter School Obligations

Charter School shall be truthful with BSA, cooperate with BSA, keep BSA informed of developments, perform the obligations it has agreed to perform under this Agreement, provide requested information, and pay BSA's invoices in a timely and complete manner.

4. Fees

The fee for the three (3) months of services will be based on the average monthly BSA fees for the 2023-24, and because BSA will only be working on the 2023-24 fiscal year, the monthly fee will be prorated by 50%. The exact calculation will take the total fees paid to BSA based on 2023-24 revenues (excluding local revenues), divided by 12 months, multiplied by 3 months (for services from July through September) and divided by 2 (to account for only the 2023-24 fiscal year that is being serviced). BSA shall provide invoice to the Charter School by August 31, 2024. The Charter School shall make payment to BSA within thirty (30) days of receipt of invoice from BSA.

5. Indemnification.

To the furthest extent permitted by California law, Charter School shall, at its sole expense, indemnify, and hold harmless the BSA, the State of California, the Board of Directors, and their agents, representatives, officers, contractors, employees, directors, and volunteers (the "BSA Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and contractors and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Charter School, its agents, representatives, officers, contractors, directors, and volunteers under or in conjunction with this Agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the BSA Parties. Charter School shall, to the furthest extent permitted by California law, defend the BSA Parties at Charter School's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by BSA where such approval is not to be unreasonably withheld. Whereas the cost to defend the BSA Parties charged to the Charter School shall not exceed the proportionate percentage of Charter School's fault as determined by a court of competent jurisdiction, any amounts paid in excess of such established fault will be reimbursed by the BSA. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, such defendant shall meet and confer with other parties regarding unpaid defense costs. The BSA shall have the right to accept or reject any legal representation that Charter School proposes to defend the BSA Parties.

6. Disputes

In the event of a dispute between the Parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the Parties shall attempt to resolve the dispute in good faith. The Parties further agree that their participation in mediation is a condition precedent to any Party pursuing any other available remedy in relation to the dispute. Notice of the demand for mediation of a dispute shall be filed in writing with the other Party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other Party, but in no case longer than ninety (90) days after initial written notice. The Parties agree to share equally in the costs of the mediation but shall bear their own costs incurred for representation by counsel.

If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, the BSA shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to the BSA's right to bring a civil action against the Charter School. For purposes of those provisions, the running of the time within which a claim must be presented to the Charter School shall be tolled from the time the BSA submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.

7. Notice

Any notice or instrument required or permitted to be given or delivered by this Agreement shall be deemed to have been given, served, or received if given in writing and either personally delivered or deposited in the United States Post Office, Registered or Certified Mail, Return Receipt Requested, postage prepaid, or sent by overnight delivery service addressed to:

BSA:

Ventura County Schools Business Services Authority
Attn: Tami Peterson, Chief Business Official
5100 Adolfo Road
Camarillo, CA 93012
Phone: (805) 383-1972
Email: tpeterson@vcoe.org

Charter School:

Peak Prep Pleasant Valley
Attn: Dr. Shalen Bishop
2150 Pickwick Drive # 304
Camarillo, CA 93010
Email: Shalen.bishop@peak-prep.org

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) calendar days after deposit in the United States mail. All notices must be accompanied by a courtesy copy sent via email. The names and addresses may be changed at any time by written notice as provided above.

8. California Law and Venue

This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the County of Ventura, California.

9. General Provisions

9.1. Assignment

Neither Party may assign nor transfer all or any portion of its rights or obligations contained in this Agreement without obtaining the prior written consent of the other Party, which consent shall not be unreasonably withheld. Any purported assignment without the other Party's prior written consent shall be void.

9.2. No Rights in Third Parties

This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

9.3. Time of Essence

Time is expressly declared to be of the essence in the performance of each and every provision of this Agreement.

9.4. Integration/Entire Agreement

This Agreement constitutes the entire Agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written.

9.5. Amendments

This Agreement may be amended or modified only in writing signed by both Parties. Both governing bodies shall approve and/or ratify amendments.

9.6. Waiver

The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

9.7. Provisions Required by Law Deemed Inserted

Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

9.8. Authority to Bind Parties

Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

9.9. Warranty of Authority

Each Party has the full power and authority to enter into and perform this Agreement. The persons executing this Agreement on behalf of the BSA, and the Charter School represent and warrant that they are duly authorized and empowered to execute this Agreement and to bind their respective Party to all terms and conditions of this Agreement.

9.10. Severability

If any section, subsection, sentence, clause or phrase of this Agreement, or the application thereof to any of the Parties, is for any reason held by a court of competent jurisdiction to be invalid, void, or unenforceable, the validity of the remainder of the Agreement shall not be affected, impaired, or invalidated thereby in any way and may be enforced by the Parties to this Agreement.

9.11. Attorney's Fees/Costs

Should litigation be necessary to enforce any terms or provisions of this Agreement, then each Party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

9.12. Interpretation

In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any Party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

9.13. Counterparts

This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

9.14. Recitals

The Recitals set forth above are hereby fully incorporated herein by reference.

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties have executed this Agreement as the date indicates below.

VENTURA COUNTY SCHOOLS BUSINESS SERVICE AUTHORITY

Dated: _____

By:_____

Tami Peterson

Title: Chief Business Official

PEAK PREP PLEASANT VALLEY

Dated: _____

By:_____

Shalen Bishop

Title: Executive Director

POLICY NO. 23-5

Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes

Background

Pursuant to Education Code Section 48000, Peak Prep Pleasant Valley (the “Charter School”) shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers’ eligibility to be assigned to a transitional kindergarten classroom.

The Board recognizes that students participating in independent study and who do not receive classroom instruction are not instructed by a teacher in a “classroom” including a “transitional kindergarten classroom,” as that term is ordinarily used in practice. The Board notes the California Department of Education (“CDE”) previously advised that independent study teachers were not required to satisfy the heightened training requirements for transitional kindergarten under Section 48000(g)(4), however, the CDE revised its guidance as of October 2022 to take the position that independent study teachers are subject to those new requirements. Therefore, all teachers of record at the Charter School who, as of August 1, 2023, have transitional kindergarten students on the roster (i.e., transitional kindergarten students are assigned to them on the California Longitudinal Pupil Achievement Data System) shall be subject to this policy until such time as the law or the CDE provides any clarification varying these requirements.

Pursuant to this Policy, each teacher serving as the teacher of record for transitional kindergarten students and who are assigned to a transitional kindergarten classroom shall possess a valid and appropriate credential issued by the Commission on Teacher Credentialing, and satisfy at least one of the following specialized qualification standards:

Option 1 – Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the required subject(s).

Section 48000(g)(4)(A) allows for the assignment of teachers to a transitional kindergarten classroom if they have earned at least 24 units in early childhood education, or childhood development, or both.

Section 48000.1(a) provides that for purposes of assessing a teacher’s qualifications under this standard, “units” means semester units, or their quarterly equivalent, as used for the purposes of a degree program at the University of California, California State University, California Community Colleges, or independent institutions of higher education. An “independent institution of higher education” means a nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

The Executive Director of the Charter School or designee may assign a credentialed teacher to a transitional kindergarten classroom upon verification that the teacher completed the required coursework in the required subject area(s), and that the credits were earned at a qualifying institution, as defined above. The Executive Director or designee shall verify a teacher's qualifications by examining their official transcript from a qualifying institution, and confirm that the credits were earned in "childhood education" or "childhood development" by reference to all relevant and available information, including the academic department that conducted the course, the name of the course, the course description, and any written documentation or verification available from the institution describing the subject of the course.

For purposes of credits reported as quarter units, the Charter School shall treat 36 quarter units as 24 semester units, which the Board determines to be reasonable by reference to the conversion standard articulated in 5 California Code of Regulations ("CCR") Section 40103.

This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee's file, along with all backup documentation to support the verification, e.g., copies of transcripts, course descriptions, etc.

Option 2 – Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on professional experience.

Section 48000(g)(4)(B) allows for the assignment of a teacher to a transitional kindergarten classroom where the local educational agency employing the teacher determines and documents that they possess professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, pursuant to criteria established by the governing body of the local educational agency.

The Board adopts the following criteria for determining that a teacher has professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education or childhood development:

The Executive Director may recommend to the Board that it approve a teacher for assignment as a transitional kindergarten teacher based on (1) documentation verifying that teacher's prior professional experience assigned to work in a classroom setting with children ages 3, and/or 4, comparable to approximately 1,152 hours or more of work as a lead or co-teacher; and (2) evidence that the teacher performed competently in their most recent professional experience with such children.

The Board finds that 1,152 hours of experience is appropriate by reference to the standard in 5 CCR Section 55002.5(a), which provides that "[o]ne credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work ... which may include inside and/or outside-of-class hours." Twenty-four semester credits multiplied by forty-eight hours for each unit equals 1,152 hours. The Board finds that one academic years of fulltime employment shall be deemed to satisfy these hour requirements based on the typical in-class and outside-of-class demands on a typical teacher during an academic year (i.e., a seven-hour workday multiplied by 175 instructional days equals 1,225 hours.) Specifically, the Board finds that

because 24 units equates to a year of full-time study, and a year of employment working with preschool age children involves both practical experience and learning inside the classroom, and planning, research, and professional development outside of the classroom, that one-year of employment working with preschool age children is “comparable” to 24 units of study in early childhood education and child development.

The Executive Director shall also determine that the teacher’s performance was satisfactory for at least the latest academic year of their professional work with preschool age children by reference to any available sources of information, including but not limited to prior performance reviews, letters or statements of reference, observations, lesson plan reviews, familiarity with California Preschool Learning Foundations, and/or interviews with the teacher conducted by the Executive Director to assess their familiarity with early childhood education and child development principles and best practices.

The Executive Director of the Charter School shall verify each candidate teacher’s professional experience using the template attached to this policy as **Exhibit A**. If the Board is satisfied based on the documentation that a teaching candidate possesses professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, and the Board adopts a resolution affirming the same (*see **Exhibit B*** the Charter School may assign that teacher to a transitional kindergarten classroom. All documentation related to the teacher’s qualifications under this pathway shall be maintained the employee’s file.

Option 3 - Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Section 48000(g)(4)(C) allows for the assignment of a teacher to a transitional kindergarten classroom if they possess a child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The Executive Director of the Charter School or designee may assign a teacher to a transitional kindergarten classroom pursuant to this provision upon verification that the teacher has been issued a child development teacher permit, or an early childhood education specialist credential by the Commission on Teacher Credentialing. This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee’s file, along with all backup documentation to support the verification, e.g., permit or credential documents.

Exhibit A

Template Form for Verifying Eligibility for Teacher Assignment in Transitional Kindergarten Classrooms

**Verification of Eligibility for Assignment in a
Transitional Kindergarten Classroom**

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Executive Director may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: _____Jennifer White_____

Existing Credential Type(s): _CA Clear Multiple Subject Credential with CLAD

School Year of Assignment:23-24 (and beyond if continued employment)

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification is based on completion of sufficient coursework in the subject to be taught.

Not Applicable

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	<input type="checkbox"/> University of California <input type="checkbox"/> California State University <input type="checkbox"/> California Community Colleges <input type="checkbox"/> Independent institutions of higher education <input type="checkbox"/> nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both <input type="checkbox"/> formed as a California nonprofit corporation in this state <input type="checkbox"/> accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	<input type="checkbox"/> Completed review of an official transcript issued to the above teacher <input type="checkbox"/> Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: <input type="checkbox"/> Childhood Development <input type="checkbox"/> Early Childhood Education Units Course Units: _____

	<input type="checkbox"/> Semester Units <input type="checkbox"/> Quarter Units Course Grade: _____ (Must be a passing grade) <input type="checkbox"/> Documentation of course content is attached to this verification (if course content is not evident from the transcript)
Unit Total	

Units must add up to 24-semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

[x] (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	<u>Peak Prep Pleasant Valley</u>
Employer Address:	
Role:	x Homeschool Teacher
Dates of Employment:	
Age(s) of prekindergarten students (check all that apply)	x 3 year olds (approx. number: _____) x 4 year olds (approx. number: <u> 6 </u>)
Weekly schedule/hours applicable of experience working with prekindergarten students:	8:00 am-3:30 pm
Weekly hours of preparation for working with prekindergarten students:	8:00 am-3:30 pm
Verification of services and dates of employment working with prekindergarten students	X Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via <input type="checkbox"/> telephone Date: _____ Name: _____ <input type="checkbox"/> written communication (attached to this verification) xOther: Current Peak Prep Teacher over a year
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	x One academic year of full-time experience or more xOther: <u> 2.5 </u> years of previous Full time TK Teacher_____

Evidence of competency working with preschool age children (check all that apply)	<input checked="" type="checkbox"/> Performance reviews (include in personnel file) <input type="checkbox"/> Letters or statements of reference (include in personnel file) <input type="checkbox"/> Observations (include in personnel file) <input type="checkbox"/> Lesson plan reviews (include in personnel file) <input checked="" type="checkbox"/> Familiarity with California Preschool Learning Foundations (include in personnel file) <input checked="" type="checkbox"/> Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: _____ Mrs. White has been employed with Peak Prep for over a year. In addition, She worked for 2.5 years as a preschool (asst.) teacher. During her time she planned, led, and executed lesson plans for preschool aged kids. In addition, received training and professional development during her two and half years. _____ _____ _____ _____ _____ _____ _____
--	---

Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Not Applicable

Teacher possesses a qualifying document (check one):	<input type="checkbox"/> child development teacher permit (copy attached) <input type="checkbox"/> early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

Verification of Executive Director
 (Check statement as applicable)

[] **Qualification Under Education Code Section 4800(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[x] **Qualification Under Education Code Section 4800(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, Mrs. Jennifer White has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[] **Qualification Under Education Code Section 4800(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____
Executive Director

Date: __6/05/2024__

Exhibit B

Model Board Resolution

Board Resolution

WHEREAS, Peak Prep Pleasant Valley (the “Charter School”), has a need to assign a teacher to teach transitional kindergarten students in the 2023-2024 year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4);

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where “[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)]”;

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes*;

WHEREAS, the Charter School’s Executive Director has recommended that Mrs. Jennifer White be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience;

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Mrs. White’s professional experience in a classroom setting with preschool-age children in accordance with the Board’s criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Mrs. White possesses professional experience in a classroom setting with preschool-age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a Regular meeting on 6/5/2024

I, Dr. Shalen Bishop, am the President of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on 6/5/2024 and that this Resolution has not been revoked.

Date: 6/5/2024

Dr. Shalen Bishop
Board of Directors

POLICY NO. 23-5

Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes

Background

Pursuant to Education Code Section 48000, Peak Prep Pleasant Valley (the “Charter School”) shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers’ eligibility to be assigned to a transitional kindergarten classroom.

The Board recognizes that students participating in independent study and who do not receive classroom instruction are not instructed by a teacher in a “classroom” including a “transitional kindergarten classroom,” as that term is ordinarily used in practice. The Board notes the California Department of Education (“CDE”) previously advised that independent study teachers were not required to satisfy the heightened training requirements for transitional kindergarten under Section 48000(g)(4), however, the CDE revised its guidance as of October 2022 to take the position that independent study teachers are subject to those new requirements. Therefore, all teachers of record at the Charter School who, as of August 1, 2023, have transitional kindergarten students on the roster (i.e., transitional kindergarten students are assigned to them on the California Longitudinal Pupil Achievement Data System) shall be subject to this policy until such time as the law or the CDE provides any clarification varying these requirements.

Pursuant to this Policy, each teacher serving as the teacher of record for transitional kindergarten students and who are assigned to a transitional kindergarten classroom shall possess a valid and appropriate credential issued by the Commission on Teacher Credentialing, and satisfy at least one of the following specialized qualification standards:

Option 1 – Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the required subject(s).

Section 48000(g)(4)(A) allows for the assignment of teachers to a transitional kindergarten classroom if they have earned at least 24 units in early childhood education, or childhood development, or both.

Section 48000.1(a) provides that for purposes of assessing a teacher’s qualifications under this standard, “units” means semester units, or their quarterly equivalent, as used for the purposes of a degree program at the University of California, California State University, California Community Colleges, or independent institutions of higher education. An “independent institution of higher education” means a nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

The Executive Director of the Charter School or designee may assign a credentialed teacher to a transitional kindergarten classroom upon verification that the teacher completed the required coursework in the required subject area(s), and that the credits were earned at a qualifying institution, as defined above. The Executive Director or designee shall verify a teacher's qualifications by examining their official transcript from a qualifying institution, and confirm that the credits were earned in "childhood education" or "childhood development" by reference to all relevant and available information, including the academic department that conducted the course, the name of the course, the course description, and any written documentation or verification available from the institution describing the subject of the course.

For purposes of credits reported as quarter units, the Charter School shall treat 36 quarter units as 24 semester units, which the Board determines to be reasonable by reference to the conversion standard articulated in 5 California Code of Regulations ("CCR") Section 40103.

This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee's file, along with all backup documentation to support the verification, e.g., copies of transcripts, course descriptions, etc.

Option 2 – Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on professional experience.

Section 48000(g)(4)(B) allows for the assignment of a teacher to a transitional kindergarten classroom where the local educational agency employing the teacher determines and documents that they possess professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, pursuant to criteria established by the governing body of the local educational agency.

The Board adopts the following criteria for determining that a teacher has professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education or childhood development:

The Executive Director may recommend to the Board that it approve a teacher for assignment as a transitional kindergarten teacher based on (1) documentation verifying that teacher's prior professional experience assigned to work in a classroom setting with children ages 3, and/or 4, comparable to approximately 1,152 hours or more of work as a lead or co-teacher; and (2) evidence that the teacher performed competently in their most recent professional experience with such children.

The Board finds that 1,152 hours of experience is appropriate by reference to the standard in 5 CCR Section 55002.5(a), which provides that "[o]ne credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work ... which may include inside and/or outside-of-class hours." Twenty-four semester credits multiplied by forty-eight hours for each unit equals 1,152 hours. The Board finds that one academic years of fulltime employment shall be deemed to satisfy these hour requirements based on the typical in-class and outside-of-class demands on a typical teacher during an academic year (i.e., a seven-hour workday multiplied by 175 instructional days equals 1,225 hours.) Specifically, the Board finds that

because 24 units equates to a year of full-time study, and a year of employment working with preschool age children involves both practical experience and learning inside the classroom, and planning, research, and professional development outside of the classroom, that one-year of employment working with preschool age children is “comparable” to 24 units of study in early childhood education and child development.

The Executive Director shall also determine that the teacher’s performance was satisfactory for at least the latest academic year of their professional work with preschool age children by reference to any available sources of information, including but not limited to prior performance reviews, letters or statements of reference, observations, lesson plan reviews, familiarity with California Preschool Learning Foundations, and/or interviews with the teacher conducted by the Executive Director to assess their familiarity with early childhood education and child development principles and best practices.

The Executive Director of the Charter School shall verify each candidate teacher’s professional experience using the template attached to this policy as **Exhibit A**. If the Board is satisfied based on the documentation that a teaching candidate possesses professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, and the Board adopts a resolution affirming the same (*see **Exhibit B*** the Charter School may assign that teacher to a transitional kindergarten classroom. All documentation related to the teacher’s qualifications under this pathway shall be maintained the employee’s file.

Option 3 - Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Section 48000(g)(4)(C) allows for the assignment of a teacher to a transitional kindergarten classroom if they possess a child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The Executive Director of the Charter School or designee may assign a teacher to a transitional kindergarten classroom pursuant to this provision upon verification that the teacher has been issued a child development teacher permit, or an early childhood education specialist credential by the Commission on Teacher Credentialing. This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee’s file, along with all backup documentation to support the verification, e.g., permit or credential documents.

Exhibit A

Template Form for Verifying Eligibility for Teacher Assignment in Transitional Kindergarten Classrooms

**Verification of Eligibility for Assignment in a
Transitional Kindergarten Classroom**

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Executive Director may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: _____Rebecca Nuckles_____

Existing Credential Type(s): _CA Clear Multiple Subject Credential with CLAD

School Year of Assignment:24-25 (and beyond if continued employment)

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification is based on completion of sufficient coursework in the subject to be taught.

Not Applicable

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	<input type="checkbox"/> University of California <input type="checkbox"/> California State University <input type="checkbox"/> California Community Colleges <input type="checkbox"/> Independent institutions of higher education <input type="checkbox"/> nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both <input type="checkbox"/> formed as a California nonprofit corporations in this state <input type="checkbox"/> accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	<input type="checkbox"/> Completed review of an official transcript issued to the above teacher <input type="checkbox"/> Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: <input type="checkbox"/> Childhood Development <input type="checkbox"/> Early Childhood Education Units Course Units: _____

	<input type="checkbox"/> Semester Units <input type="checkbox"/> Quarter Units Course Grade: _____ (Must be a passing grade) <input type="checkbox"/> Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

[x] (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	<u>Peak Prep Pleasant Valley</u>
Employer Address:	
Role:	x Homeschool Teacher
Dates of Employment:	
Age(s) of prekindergarten students (check all that apply)	x 3 year olds (approx. number: varies x 4 year olds (approx. number: varies__
Weekly schedule/hours applicable of experience working with prekindergarten students:	8:00 am-3:30 pm
Weekly hours of preparation for working with prekindergarten students:	8:00 am-3:30 pm
Verification of services and dates of employment working with prekindergarten students	X Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via <input type="checkbox"/> telephone Date: _____ Name: _____ x written communication (attached to this verification) x-other: Current Peak Prep Teacher for the past 5 years. _____

Verification of comparability of 24 semester units of experience (1,152 classroom hours)	x 7 years at prior preschool. _____
Evidence of competency working with preschool-age children (check all that apply)	<div data-bbox="716 306 1414 667"> <p>x Performance reviews (include in personnel file)</p> <p>x Letters or statements of reference (include in personnel file)</p> <p>x Observations (include in personnel file)</p> <p><input type="checkbox"/> Lesson plan reviews (include in personnel file)</p> <p><input type="checkbox"/> Familiarity with California Preschool Learning Foundations (include in personnel file)</p> <p>x Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file)</p> </div> <div data-bbox="716 709 1409 1524"> <p>Describe/summarize evidence of competency:</p> <p>Mrs. Nuckles holds a multiple-subject teaching credential and has worked with a variety of ages of students for the past 20 years. In addition, she served as a parent-teacher for preschool for 5 years and volunteered for 2 years. During that time, she also assisted the accreditation process which included be familiar with the PLF standards. Mrs. Nuckles was said to be guiding and supporting them as they developed their knowledge base and skill set in educating young children. Rebecca served in the role of parent-teacher for five years while her children attended our school. Parent Teachers are trained to follow the lesson plans created by the teachers, support and implement the developmentally appropriate curriculum in the classroom, and supervise young children during program hours. Parent Teachers have regularly scheduled hours each week in the program, attend general Parent Education talks/workshops, and are expected to have a working knowledge of ECE based on our school's book, <i>Nurturing Human Growth</i>. Additionally, Parent Teachers meet monthly with lead teachers and the Director of Education to receive instruction and guidance on specific classroom dynamics in the program.</p> </div> <div data-bbox="716 1566 1357 1665"> <p>She was deeply involved at all levels and certainly demonstrated an ease with and knowledge of the age group that they serve.</p> </div> <div data-bbox="716 1692 1401 1879"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>

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Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Not Applicable

Teacher possesses a qualifying document (check one):	<input type="checkbox"/> child development teacher permit (copy attached) <input type="checkbox"/> early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

Verification of Executive Director

(Check statement as applicable)

[] **Qualification Under Education Code Section 4800(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[x] **Qualification Under Education Code Section 4800(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, Mrs. Rebecca Nuckles] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[] **Qualification Under Education Code Section 4800(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____
Executive Director

Date: __6/05/2024__

Exhibit B

Model Board Resolution

Board Resolution

WHEREAS, Peak Prep Pleasant Valley (the “Charter School”), has a need to assign a teacher to teach transitional kindergarten students in the 2023-2024 year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4);

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where “[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)]”;

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes*;

WHEREAS, the Charter School’s Executive Director has recommended that Mrs. Rebecca Nuckles be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience;

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Mrs. Nuckles professional experience in a classroom setting with preschool age children in accordance with the Board’s criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Mrs. Rebecca Nuckles possesses professional experience in a classroom setting with preschool-age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a Regular meeting on 6/5/2024

I, Dr. Shalen Bishop, am the President of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on 06/5/2024 and that this Resolution has not been revoked.

Date: 6/5/2024

Dr. Shalen Bishop
Board of Directors

**Application for CalSTRS
Activation**
ES1796 REV 05/20

[For CalSTRS' Official Use Only]

CALSTRS
California State Teachers' Retirement System
P.O. Box 15275, MS 17
Sacramento, CA 95851-0275
800-228-5453
CalSTRS.com

This activation is for Defined Benefit (DB) and Defined Benefit Supplement (DBS) Retirement Plans.
If you would like to offer the Cash Balance (CB) Retirement Plan, please contact us for more information.

Section 1: School Information

SCHOOL NAME

Peak Prep Pleasant Valley

CDS CODE

56 72553 0139592

COUNTY

Ventura

SCHOOL TYPE

- ☐ COMMUNITY COLLEGE DISTRICT: CDS CODE not applicable
☐ NON-CHARTER PRE-K-12 SCHOOL
☐ OTHER SCHOOL TYPE (ROP, JPA, ADULT EDUCATION, CHILD CARE)
☒ CHARTER SCHOOL: Please provide the following additional information for Charter School Type only:
 CHARTER NUMBER: 2062
 CHARTERING AUTHORITY: Pleasant Valley School District
 CMO:

MAILING ADDRESS

2150 Pickwick Dr. #304 Camarillo, CA 93010

SITE ADDRESS

550 Temple Ave. Camarillo, CA 93010-4833

ACTIVATION CONTACT NAME(S)

1. Shalen Bishop
2. Josh Valdivia

EMAIL(S)

1. shalen.bishop@peak-prep.org
2. josh.valdivia@peak-prep.org

TELEPHONE(S)

1. (805) 222-0025
2. (805) 312-8844



ES1796

Section 2: CalSTRS Retirement Reporting Information

REPORT UNIT ID ASSIGNED BY COE	56638
CALSTRS START DATE	July 1, 2024
SCHOOL OPEN DATE	July 1, 2019
RETIREMENT PROCESSING OFFICE	Charter Impact
RETIREMENT MAILING ADDRESS	8500 Balboa Blvd., Suite 140 Northridge, CA 91325
RETIREMENT CONTACT NAME(S)	1. Raquel Paz 2. Natalie Zarsky
RETIREMENT EMAIL(S)	1. retirement_services@charterimpact.com 2. nzarsky@charterimpact.com
RETIREMENT TELEPHONE(S)	323-419-5590
PAYROLL PROCESSING OFFICE	Charter Impact
PAYROLL MAILING ADDRESS	8500 Balboa Blvd., Suite 140 Northridge, CA 91325
PAYROLL CONTACT NAME(S)	1. Loris Khajehkian 2. Jenn Buckley - Peak Prep
PAYROLL EMAIL(S)	1. lkhajehkian@charterimpact.com 2. jennifer.buckley@peak-prep.org
PAYROLL TELEPHONE(S)	323-329-6509

Section 3: Employer Pick-Up of Member Contributions - Tax Treatment of Member Contributions

Employer “pick-up” of member contributions (EPMC) is a program set forth in the provision of Internal Revenue Code section 414(h)(2) whereby employee contributions are non-taxable when they are reported as paid by the employer. The EPMC may be picked up for the purpose of deferring taxes provided the contributions are deducted from the member’s salary. These contributions are still considered part of the employee’s compensation for everything except tax treatment.

If an employer chooses to implement the provisions of EPMC, the governing board of that employer must take formal action to adopt a resolution in conformance with the IRS approved model resolution. Adoption of the EPMC resolution requires all CalSTRS members to be covered. If a resolution for EPMC is not adopted, only non tax-deferred contributions can be reported to CalSTRS.

Select One:

- ☐ The Governing Board is not pursuing action to provide EPMC for employees who are members of CalSTRS at this time.
- ☒ The Governing Board has pursued action to provide EPMC for employees who are members of CalSTRS. Please provide the following:
- Date Adopted by the Governing Board June 5, 2024
 - EPMC Pre-Tax Receivable Effective Date July 1, 2024
 - Required Board Documents:
 - Board minutes or official memorandum adopting pre-tax EPMC
 - Executed EPMC Resolution – see Examples page for resolution language

Section 4: Pre-Tax Deductions for Voluntary Receivable Resolution (see Examples page for explanation)

The Internal Revenue Service (IRS) has ruled that CalSTRS members may elect to have their payments for voluntary receivables (redeposits or previously withdrawn contributions, permissive or nonqualified service credit purchase) qualify as tax-deferred payments if certain conditions are met, including that the employer must adopt a resolution to offer tax-deferred payroll deduction installment payments to employees for voluntary receivables. If an employer does not adopt a resolution for tax-deferred payroll deductions, only non tax-deferred payroll deductions may be offered for voluntary income.

For more information regarding employer reporting of payroll deductions for accounts receivables, please refer to Employer Directive 2010-02 available for download at CalSTRS.com/employer-and-administrative-directives.


Select One:

- ☐ The Governing Board is not pursuing action to provide pre-tax deductions for voluntary receivables for employees who are members of CalSTRS at this time.
- ☒ The Governing Board has pursued action to provide pre-tax deductions for voluntary receivables for employees who are members of CalSTRS. Please provide the following:
 - Date Adopted by the Governing Board June 5, 2024
 - Voluntary Deductions Pre-Tax Receivable Effective Date July 1, 2024
 - Required Board Documents:
 - Board minutes or official memorandum adopting Pre-Tax Deductions for Voluntary Receivable
 - Executed Pre-Tax Deductions for Voluntary Receivable Resolution - see Examples page for resolution language

Section 5: Required Signature

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. I understand that perjury is punishable by imprisonment for up to four years (Penal Code section 126).

I understand it is unlawful to fail to disclose a material fact or to make any knowingly false material statements for the purpose of altering a benefit administered by CalSTRS and it may result in penalties, including restitution, up to one year imprisonment and a fine of up to \$5,000 (Education Code section 22010).

PRINT NAME OF OFFICIAL SCHOOL REPRESENTATIVE Shalen Bishop	
POSITION TITLE Executive Director	
OFFICIAL'S SIGNATURE 	SIGNATURE DATE 5/10/2024

Section 6: Supporting Documents

Please attach the following supporting documents with the completed activation form.

Charter School

1. Governing Board Minutes, Official Memorandum or Resolutions on the following:
 - a. Adopting the Final Charter Petition
 - b. Adopting the option to offer CalSTRS Retirement Plans and CalSTRS Activation Application
 - c. If pursuing Pre-Tax EPMC: Adopting the EPMC Resolutions
 - d. If pursuing Pre-Tax Voluntary Deductions: Adopting the Voluntary Receivable Resolutions
2. Electronic Copy of the following:
 - a. Charter Petition – Final and approved version
 - b. Executed Memorandum of Understanding or Operational Agreement
 - c. Executed EPMC Resolution
 - d. Executed Voluntary Receivable Resolution
 - e. Registration to the California Department of Education - Application or Notice for a CDS Code
3. Email completed packet to CharterSchoolQuestions@CalSTRS.com

Community College District, Non-Charter Schools Pre-K-12 School/School District, JPA, ROP, Adult Education, Child Care:

1. Governing Board Minutes, Official Memorandum or Resolution on the following:
 - a. Adopting the proposal to form and establish the school
 - b. Adopting the operations agreement or board policy
 - c. Adopting the option to offer CalSTRS Retirement Plans and CalSTRS Activation Application
 - d. If pursuing Pre-Tax EPMC: Adopting the EPMC Resolution
 - e. If pursuing Pre-Tax Voluntary Deductions: Adopting the Voluntary Receivable Resolution
2. Electronic Copy of Memorandum of Understanding, Operational Agreement, or Board Policy
3. Electronic Copy of the official registration to the State:
 - a. For Pre-K-12: Registration to California Department of Education - Application or Notice for a CDS Code
 - b. For Community College: Registration to California Community Colleges
4. Email completed packet to EmployerHelp@CalSTRS.com



IRS APPROVED MODEL OF EPMC RESOLUTION

WHEREAS, the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] has the authority to implement the provisions of section 414(h)(2) of the Internal Revenue Code (IRC); and

WHEREAS, the Teachers' Retirement Board of the California State Teachers' Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

WHEREAS, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

WHEREAS, the PEAK PREP PLEASANT VALLEY CHARTER School Board [VENTURA County Superintendent of Schools] has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

NOW, THEREFORE, BE IT RESOLVED:

I. That the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. "Employees contributions" shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees' accounts.

II. That the contributions made by the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] to CalSTRS, although designated as employee contributions, are being paid by the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] in lieu of contributions by the employees who are members of CalSTRS.

III. That employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] to CalSTRS.

IV. That the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

V. That the amount of the contributions designated as employee contributions and paid by the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.)

VI. That the contributions designated as employee contributions made by the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS.



VII. That the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of Section 414(h)(2) of the Internal Revenue Code and until CalSTRS has officially notified the PEAK PREP PLEASANT VALLEY CHARTER School [VENTURA County Superintendent of Schools] that it will accept contributions pursuant to Section 414(h)(2) of the Internal Revenue Code.

PASSED AND ADOPTED THIS 5th day of June 2024 by the governing board of Peak Prep Pleasant Valley of Ventura County, California, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

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

Authorized Agent



PRE-TAX DEDUCTIONS FOR VOLUNTARY RECEIVABLE RESOLUTION

WHEREAS, Internal Revenue Code (IRC) Section 414(h)(2) permits employer "pickup" of the employee portion of contributions to a retirement plan, thereby resulting in tax deferral of employee contributions; and

WHEREAS, under the California State Teachers' Retirement System (CalSTRS) plan conditions, members may be allowed to redeposit contributions previously withdrawn plus interest and/or purchase permissive service credit;

NOW THEREFORE, BE IT RESOLVED, that in order to permit tax deferral for these additional amounts, an employee shall enter into a binding irrevocable payroll deduction authorization and such employee shall not have the option of choosing to receive the amounts directly instead of having them paid by the employer to CalSTRS;

BE IT FURTHER RESOLVED, that additional amounts herein specified, through payroll deduction from salary, are designated as being picked up by the employer and paid by the employer in accordance with CalSTRS retirement plan requirements.

PASSED AND ADOPTED THIS 5th day of June 2024 by the governing board of Peak Prep Pleasant Valley of Ventura County, California, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

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

Authorized Agent

**STUDENT ENRICHMENT, LEARNING RECOVERY, AND ACCELERATION
PROGRAM AGREEMENT BETWEEN
PLEASANT VALLEY SCHOOL DISTRICT
AND
PEAK PREP PLEASANT VALLEY**

This Student Enrichment, Learning Recovery, and Acceleration Programs “Summer Programs” Agreement is executed as of this ____ day of ____, 2024, by and between Pleasant Valley School District (“District”, “PVSD” or “Pleasant Valley”), and Peak Prep Pleasant Valley (“Peak Prep”, “Charter school”, or “Non-Profit”), a California nonprofit public benefit corporation which operates Peak Prep Pleasant Valley. The District and Charter School are individually a “Party” and collectively referred to herein as the “Parties.”

RECITALS

- A. WHEREAS, Peak Prep operates a California (“State”) charter school pursuant to the California Charter School Act, California Education Code section 47600 et seq.;
- B. WHEREAS, PVSD is a public school district whose strategic plan includes the goals to “Ensure increased student achievement through high expectations for all” and “Provide a healthful environment where all students feel welcome, safe, and connected”;
- C. WHEREAS, the State does not provide specific funding for public school districts to provide general education summer school or enrichment programs;
- D. WHEREAS, Peak Prep is able to provide a various learning programs that meet student needs;
- E. WHEREAS, the District recognizes that some of its students would benefit from enrollment in Peak Prep in order to participate in summer programs that provide enriching activities, learning recovery, and learning acceleration;
- F. WHEREAS, the District believes it is in the best interests of such students and the District that the District participate with the Charter School to cooperatively address the educational needs of such students;
- G. WHEREAS, the Parties wish to enter into an agreement setting forth the terms and conditions under which the Charter School will conduct summer programs which will serve students currently enrolled in PVSD;
- H. WHEREAS, Peak Prep will ensure that the summer programs are specifically tailored to the unique needs of students enrolled in PVSD through contracting with PVSD for program development and program staffing;
- I. WHEREAS, the Parties wish to work cooperatively to ensure that all eligible students who enroll and participate in the summer programs meet the State requirements for charter school attendance accounting; and

- J. AND WHEREAS, the Parties wish to set forth their respective rights and obligations concerning the operation of the summer programs.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual agreements set forth, the Parties agree as follows:

1. **Program On-Site Administration and Development:** The District shall provide all customary services necessary to develop and administer the summer programs and the Charter School will pay the District for designated services. Program Administration shall include program curricula assignment and development, advertising and communication about program offerings, development of program calendar, hiring and assignment of on-site teachers, scheduling of students, general supervision of on-site staff and students, and coordination of communication with Peak Prep online teachers of record.
2. **Enrollment:** Students who are participating in the summer programs shall enroll in the Charter School. This enrollment shall not be for any pre-determined period of time. The duration of a participating student's enrollment in the Charter School shall be determined by the parent/guardian. No student may be contemporaneously enrolled in the Charter School/summer programs and any other school programs for which the student's attendance generates Average Daily Attendance, as defined by the State. The District, serving in its capacity as contracted program administrator is obligated to make staffing and enrollment decisions to ensure the financial viability of the summer programs. However, such enrollment decisions are strictly limited to the scope of administering the summer programs and shall in no way limit a student's ability to enroll in other programs offered by the Charter School.

The District will determine, at its sole discretion, which students it shall recommend for enrollment in the summer programs. The District shall be responsible for ensuring students who participate in the summer programs are (a) eligible for enrollment in the summer programs, (b) meet grade level age requirements for grades served by the Charter School, and (c) meet all Charter School attendance accounting requirements. The District shall be responsible for the registration of such students, including but not limited to the collection and verification of all documents required for enrollment in the summer programs. This includes the District's obligation to ensure that no students are concurrently enrolled in the summer programs with the Charter School and any other the District-sponsored educational programs where ADA is being collected for the student, and that all students have proof of State required immunizations that are current for the applicable school year. The District shall initiate the registration process and instruct all eligible students to complete and return all required forms. Prior to the first day of enrollment, the District shall be responsible for screening applicants and ensuring that only those qualifying students who are eligible to enroll and participate in the summer programs.

The District shall ensure that all students with Individualized Education Programs ("IEPs") enrolling in the summer programs have current IEPs in effect prior to June 30, 2024, which must remain current through the end of the programs. The District shall be solely responsible and liable

for all special education services provided to students participating in the summer programs as required under the Individuals with Disabilities Education Act (“IDEA”) and the U.S. Department of Education’s Section 504.

3. **Program Staffing:** The District, in its contractual duty to provide on-site staffing for the summer programs, shall be responsible for all aspects of on-site program staffing, including hiring, screening, assignment, credentialing, payroll, benefits administration, and supervision. Peak Prep shall be responsible for all aspects staffing for virtual teachers of record, including hiring, screening, assignment, credentialing, payroll, benefits administration, and supervision. Each party is separately responsible for all aspects of statutory compliance for its separate areas of staffing responsibility. Notwithstanding the obligations set forth in this agreement, each party shall have the sole and absolute authority and discretion to hire, terminate and determine the commercially reasonable salaries, hours of work and duties of the persons employed by each separate party.

Prior to the first day of on-site activities the District shall ensure that all District employees assigned to the summer programs have satisfactorily completed:

1. Department of Justice live scans and fingerprint test (criminal background checks) in compliance with California Education Code Section 45125.1, and Tuberculosis tests and clearances (copies of which shall be provided to Charter School upon request).
 2. All legally required employee trainings including, but not limited to, mandated reporter training, sexual harassment prevention for supervisors (AB 1825 and AB 2053), CPR/AED training, bloodborne pathogen training, EpiPen training, anti-harassment training (SB 1343), and bullying prevention training (AB 2291).
4. **Student Attendance Records:** The District shall be responsible for ensuring that teachers record student attendance daily and collect work samples for the summer program classes as requested by Peak Prep and that all attendance records are maintained in accordance with State law and the Charter School’s attendance recording policies, which Charter School shall provide to the District. District staff shall be responsible for ensuring submission of work samples to the designated teacher of record at the Charter School. The Charter School shall be responsible for collecting work samples and other information necessary for attendance determinations in compliance with its rules and regulations.
5. **Funds and Financial Arrangements:** The Charter School shall receive any and all State funds generated by the enrollment and participation of all eligible students in the summer programs Program for so long as the students remain enrolled in the Charter School and the summer programs.

District and the Charter School shall be independently financially responsible for each of those designated costs related to the operation of the summer programs, in accordance with this agreement.

At the conclusion of the summer programs the District shall invoice the Charter School for the direct costs of assigned program staffing, program supplies, program transportation and field tips, and program facilities costs, plus 5% indirect costs.

The Charter School shall retain funds from revenue received, equivalent to \$100 per enrolled pupil (projected to be \$40,000) in order to cover direct service costs, plus 5% indirect costs. These amounts shall constitute the “minimum revenue amount retained” by the Charter School.

If the total program ADA revenue less the District’s invoiced amount equals an amount less than the Charter School’s minimum revenue amount retained, the District’s invoice to the Charter School shall be reduced such that the Charter School does not retain less revenue than the formula requires.

Program enrollment is projected at 400 students. The parties mutually agree that enrollment variation from this estimate may result varied direct program costs incurred by the Charter School. By mutual written consent the parties may amend the terms of the retained funds.

6. **Calendar:** The District acknowledges that the Charter School operates a year-round multi-track calendar. Students enrolled in the summer programs shall be enrolled in the Charter School’s Track A which has duration of 175 days and that Charter School’s Track A may include non-summer program students who will be participating in separate and not co-mingled programs offered by the Charter School.
7. **Transportation and Field Trips:** As may be required by the summer program design, the District shall provide all necessary transportation and field trips. The Charter School shall reimburse the District for the costs of all such field trip transportation per the amounts agreed upon and set forth in Attachment A, and in compliance with this agreement. In addition, District shall provide and require all summer program students participating in any transportation or field trips to complete and return the District’s typical field trip permission slip. If requested by the Charter School, prior to participation in field trips or other transportations, the District shall have students participating in any transportation or field trip complete a separate waiver and release of liability specifically indemnifying the Charter School, using a form supplied by the Charter School.
8. **Facilities:** The District shall provide all facilities (“Facilities”) necessary for operation of the summer programs. Facilities provided may be either District-owned facilities or leased facilities.
9. **Books, Materials, and Electronic Devices:** The District shall be responsible for disseminating and retrieving books and materials as necessary for program participation. Since classroom texts and electronic devices are the property of the District, they will be checked out by District staff to eligible students enrolled in and participating in the summer programs. In connection therewith, the District shall immediately notify the Charter School of any offenses committed by students that may require suspension and/or expulsion.
10. **Student Meals:** If applicable, the District shall be responsible in its entirety for all student meals provided during the summer programs.

11. **No Registration Fees; No Incentives/Things of Value:** The Parties agree that there shall be registration fees or other fees, or tuition charged to students for the summer programs. The Parties agree they have no policy or practice to provide independent study students or their parents/guardians with monetary funding, incentives, special benefits, or any other things of value such as equipment or paid private instruction that the Party does not provide to students who attend regular classes.
12. **Insurance:** The District and Charter School each participate in the VCSSFA, and therefore collectively self-insure for workers' compensation, general liability, automobile liability, property coverage, and automobile physical damage coverage under the VCSSFA self-insurance programs. The Parties also each participate in the VCSSFA Crime, Machinery Breakdown, and Director's/Trustees Errors and Omissions coverage programs.
13. **Mutual Indemnification:** The District and Charter School each participate in the Ventura County Schools Self-Funding Authority (VCSSFA), and therefore collectively indemnify and defend the other for general liability coverage under the VCSSFA self-insurance program.
14. **Confidentiality:** The Parties shall share information regarding students, applicants, and teachers in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and all other applicable statutes, and consistent with ethical standards and all legal requirements. All such shared information shall remain private and confidential, shall not be published by either Party, and shall not be shared with, divulged, or given to individuals or groups not a party to this Agreement, except as required by law. If required by federal or state law, a student must be informed in writing that the Parties intend to share information about him or her and consent in writing thereto before that information may be shared.
15. **Term:** The term of this Agreement ("Term") shall commence on July 1, 2024 and terminate on December 31, 2024 and may thereafter be renewed for additional or other periods of time as mutually agreed upon by the Parties.
16. **Termination:** Either Party wishing to terminate this Agreement shall do so by giving the other Party written notice no less than ninety (90) days prior to the effective date of the termination, such notice to be given in writing. This Agreement shall automatically terminate if there occurs legislative or government agency action that terminates or materially interferes with the Charter School's ability to participate in this agreement or receive funding for students enrolled in the program. The Parties agree to consider the needs of the currently enrolled students when determining a termination date. The Parties shall cooperate with the prompt un-enrollment of students and re-enrollment of such students in the District upon parent/guardian request.
17. **Amendments:** Any modification of this Agreement must be in writing and executed by duly authorized representatives of the Parties specifically indicating the intent of the Parties to modify this Agreement.
18. **Non-Discrimination:** The Parties to this Agreement shall not unlawfully discriminate, harass, or allow harassment against any student, employee, applicant for employment, or participant for services provided under this Agreement because of actual or perceived characteristics of

race, color, age, religion, sex and pregnancy, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, medical condition, marital status, sexual orientation, physical or mental disability, childbirth or related medical conditions, military and veteran status, request for, use or denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Parties to this Agreement will assure compliance with the American with Disabilities Act (ADA) of 1990, as amended, which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to ADA.

19. Independent Contractor Relationship: Nothing contained herein shall alter the Parties' independent contractor relationship with respect to each other and each shall be responsible for compliance with all laws, rules and regulations involving, but not limited to, employment of labor, hours of labor, health and safety, working conditions and payment of wages in connection with this Agreement. Any employee of a Party shall be solely an employee of that Party and shall be under the sole and exclusive direction and control of that Party. Nothing set forth herein shall make an employee of a Party an employee of the other Party for any purpose whatsoever.

20. Miscellaneous:

- a. **Assignment.** Neither Party may assign or delegate its obligations under this Agreement without the prior written consent of the other Party.
- b. **Compliance with Laws and Regulations.** The Parties shall comply with all federal, State and local laws and regulations applicable to their performance as described in this Agreement.
- c. **Consent.** Where consent, approval or mutual agreement is required of a Party, it shall not be unreasonably withheld or delayed.
- d. **Entire Agreement.** Except for written amendments, supplements or modifications made after the execution of this Agreement, this Agreement represents the entire agreement between the Parties hereto with respect to the subject matter of this Agreement and supersedes all prior renegotiations, representations and agreements, either oral or written.
- e. **Counterpart.** This Agreement may be signed in counterparts such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

- f. **Notifications.** All notices required by this Agreement may be sent by US mail, UPS, FedEx, or other reputable carrier, postage pre-paid to the Parties as follows:

PVSD
Dr. Danielle Cortes
Superintendent of Schools
600 Temple Avenue
Camarillo, CA 93010

Peak Prep
Dr. Shalen Bishop
Executive Director
550 Temple Avenue
Camarillo, CA 93010

[SIGNATURES ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, each person below represents that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

Pleasant Valley School District

By: _____

Title: _____

Date: _____

Peak Prep Pleasant Valley

By: _____

Title: _____

Date: _____

Attachment A
2024 Program Budget Estimates



EL/Intervention Program Specialist Online

Job Title	Program Specialist-EL/Intervention
ADMINISTRATIVE RELATIONSHIP:	EL/Intervention Program Specialist reports directly to the Director of Operations.
CLASSIFICATION:	Certificated
Qualifications/ Requirements	<p>Minimum Degrees/Credentials/Experience Required for Position B.S. (B.A.) CLAD, BCLAD, or equivalent, valid California Teaching Credential</p> <p>They must be familiar with the Response to Intervention (RTI) process, proficient in Google Docs and Internet applications, and possess excellent communication skills, a passion for teaching, and the ability to manage confidential information. California residence, the ability to pass state and federal background checks, and prior online teaching experience are required, with administrative credentials preferred.</p>
SALARY SCHEDULE:	Certificated Program Specialist Salary Schedule
WORK - YEAR / HOURS:	194 days
LOCATION:	Virtual
BOARD APPROVAL:	

BRIEF DESCRIPTION OF POSITION	<p>The Coordinator of EL and Intervention provides leadership to programs designed to reduce the achievement gap between sub-groups of PPPV students.</p> <p>Under the direction of the Director of Operations or administrative designee, the English Learner/Intervention Program Specialist will assist classroom teachers and site administrators in the implementation of the District's Master Plan for English Learners. This includes planning instructional programs for EL students, training staff on instructional approaches for EL students, assessment, placement, and monitoring of EL student's acquisition of English Language Development and academic progress.</p> <p>The EL/Intervention Program Specialist at Peak Prep Virtual School is responsible for preparing effective and engaging online lessons for at-risk students based on data. The specialist will schedule intervention sessions, monitor student data, and run reports to track progress. Additionally, this role requires regular communication with administration, teachers, students, and parents/learning coaches to ensure student success.</p>
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DUTIES AND RESPONSIBILITIES



- Coordinates the work of district and non-profit programs working with EL and underrepresented student groups
- Assists site administration in the supervision of instruction programs for English language learners.
- Coordinates and facilitates the use of categorical, district, and non-profit funds to meet the needs of targeted students and programs.
- Assists in developing evaluation procedures for EL programs
- Prepares and submits required reports to state and federal agencies
- Coordinates and supervises the reclassification procedures for English language learners
- Development in the planning, implementation, and coordination of staff development activities for certificated and classified personnel
- Administers and monitors state and federal programs and projects as designated.
- Provide consultation to Student Study Teams and IEP teams regarding pre-referral, referral, and placement issues.
- Assist in the appropriate identification of ELL students referred for special education.
- Hold Monthly team meetings for the Intervention Team.
- Participate in Response to intervention (RTI)
- Use computers and other technology provided to assist students
- Maintain the classroom environment and discipline in an orderly fashion conducive to good learning
- Prepare and administer all standardized tests as directed
- Is aware of students' status for state and district testing and provides proper accommodation
- Provide resources for classroom teachers for English Learners.
- Work with the teaching staff to improve standardized and proficiency testing results.
- Collaborate with teachers, psychologists, parents, and the Administrator
- Maintain all student records and files according to the model policies and Procedures
- Attend and/or participate in school activities as directed by the Administration, such as faculty meetings (before or after school hours), open houses, commencement exercises, field trips, professional learning communities
- Host parent education nights
- Plan, host, and carry out ELAC meetings to discuss assessment processes, results, and support strategies for English learners.
- Develop and deliver online lessons tailored to the needs of at-risk students using data-driven insights.
- Schedule and facilitate virtual intervention sessions to provide targeted support.
- Monitor student performance data, generate reports, and analyze trends to inform instruction.
- Maintain regular communication with administration, teachers, students, and parents/learning coaches to report progress and address any concerns.
- Perform other duties as assigned.

PHYSICAL REQUIREMENTS

The physical abilities required for this classification may include the following:

- Vision that can be corrected to a level sufficient to successfully read hand-written, typed, and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability is sufficient to enable telephone and in-person communication.
- Manual dexterity is sufficient for using standard office equipment and supplies and manipulating single sheets of paper and large document holders (binders, manuals, etc.).
- Physical ability to reach, bend, and grasp in order to file and retrieve materials.
- Physical ability to sit or otherwise remain stationary at work post for long periods.



Equal Employment Opportunity
<p>It is our policy to abide by all federal, state and local laws prohibiting employment discrimination based solely on a person's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status, veteran status (including protected veterans), marital status, registered domestic partner or civil union status, familial status, gender (including sex stereotyping and gender identity or expression), medical condition, genetic information, sexual orientation, or any other protected status except where a reasonable, bonafide occupational qualification exists.</p>



Special Education Program Specialist, Online

Job Title	Special Education Program Specialist
ADMINISTRATIVE RELATIONSHIP:	The Special Education Program Specialist reports directly to the Director of Operations.
CLASSIFICATION:	Certificated
Qualifications/ Requirements	The ideal candidate will have a Bachelor's degree in education or a related field (Master's degree preferred), a valid California R3MM Education Specialist Credential, School Psychologist Credential, or Speech & Language Pathology Credential, and advanced training in educating individuals with exceptional needs, including specialized knowledge in autism, emotional disabilities, mental health services, or moderate-severe disabilities. They must be familiar with the Response to Intervention (RTI) process, proficient in Google Docs and Internet applications, and possess excellent communication skills, a passion for teaching, and the ability to manage confidential information. California residence, the ability to pass state and federal background checks, and prior online teaching experience are required, with administrative credentials preferred.
SALARY SCHEDULE:	Certificated Program Specialist Salary Schedule
WORK - YEAR / HOURS:	194 days
LOCATION:	Virtual
BOARD APPROVAL:	

BRIEF DESCRIPTION OF POSITION	Under the direction of the Director of Operations, the Virtual Program Specialist is responsible for supporting and improving outcomes for students with disabilities. This position will provide coordination, consultation, and program development for the district's Special Education Program. Additionally, the Program Specialist will offer technical assistance, training, and support to school staff in implementing special education support and services for students with disabilities. The person in this role will also serve as an educational specialist.
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DUTIES AND RESPONSIBILITIES

- Provide consultation and resources to special education teachers regarding placement, curriculum, and procedures.
- Assist teachers, administrators, and parents in identifying and facilitating placement changes to more restrictive programs.
- Serve as liaison to County programs, nonpublic schools, and outside agency service providers.



- Provide consultation to Student Study Teams and IEP teams regarding pre-referral, referral, and placement issues.
- Collaborate with staff to support student integration and inclusion in the least restrictive environment.
- Assist special education staff in meeting compliance requirements under the IDEIA.
- Assist in the appropriate identification of ELL students referred for special education.
- Provide guidance to IEP teams regarding the development of Individual Transition Plans.
- Serve as district Behavior Intervention Case Manager; conduct Functional Analysis Assessments and develop Behavior Intervention Plans when appropriate.
- Consult with special education staff and administrators regarding student discipline and expulsion cases.
- Assist parents and outside agencies with transitioning special education students from restrictive, specialized placements to district programs.
- Coordinate incoming 9th-grade transition for students with disabilities.
- Provide technical assistance to sites regarding services for low-incidence disability students.
- Facilitate providing related services to students through consultation with support staff and service providers.
- Assist the Director of Operations in developing and implementing special education staff development programs.
- Serve as a resource to special education staff in program development, instructional strategies, and innovations in service delivery.
- Supports Education Specialists in writing PWNs.
- Reviews and monitors Education Specialist's IEP writing and provides feedback regularly.
- Directly supports procedures to provide statewide assessments and accommodations, as needed for identified students.
- Monitors SIRAS weekly for special education compliance
- Provide year-round SIRAS technical support to teachers and service providers, ensuring compliance with state and federal guidelines and serving as the liaison with Ventura County SELPA.
- Manage the Extended School Year (ESY) program for SPED students, including securing providers and case managers to ensure comprehensive support.
- Maintain regular communication with administration, teachers, students, and parents/learning coaches to report progress and address any concerns.
- Hold Monthly team meetings for the Special Education Team.
- Write Individualized Education Plans (IEPs) in a timely manner.
- Write lesson plans and deliver services in compliance with IEPs
- Researches and locates prior school IEPs and assessment reports.
- Participate in Response to intervention (RTI)
- Use computers and other technology provided to assist students
- Maintain the classroom environment and discipline in an orderly fashion conducive to good learning
- Prepare and administer all standardized tests as directed
- Is aware of students' status for state and district testing and provides proper accommodation
- Provide resources for classroom teachers for areas of disability
- Work with the teaching staff to improve standardized and proficiency testing results
- Collaborate with teachers, psychologists, parents, and Administrator
- Collaborate with professionals outside of school to continuously remain updated on student's progress and keep evaluations current
- Maintain all student records and files according to the Models Policies and Procedures
- Schedule IEP and Multi-Factored Evaluation (MFE) meetings as needed
- Attend and/or participate in school activities as directed by the Administration, such as faculty meetings (before or after school hours), open houses, commencement exercises, field trips, professional learning communities
- Perform student home visits as required



- Perform other duties as assigned

PHYSICAL REQUIREMENTS

The physical abilities required for this classification may include the following:

- Vision that can be corrected to a level sufficient to successfully read hand-written, typed, and computer-generated information and data, as well as computer terminal displays.
- Hearing and speech ability are sufficient to enable telephone and in-person communication.
- Manual dexterity is sufficient for using standard office equipment and supplies and manipulating single sheets of paper and large document holders (binders, manuals, etc.).
- Physical ability to reach, bend, and grasp in order to file and retrieve materials.
- Physical ability to sit or otherwise remain stationary at work post for long periods.

Equal Employment Opportunity

It is our policy to abide by all federal, state and local laws prohibiting employment discrimination based solely on a person's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status, veteran status (including protected veterans), marital status, registered domestic partner or civil union status, familial status, gender (including sex stereotyping and gender identity or expression), medical condition, genetic information, sexual orientation, or any other protected status except where a reasonable, bonafide occupational qualification exists.

c



Peak Prep Pleasant Valley Instructional Coach

An Instructional Coach is a loyal, driven, independent, positive, and fun-spirited candidate.

Must be California Credentialed. Administrative Credential preferred or willing to work towards it.

Basic Function: Under the direction of the Executive Director perform instructional and data analysis duties.

Duties include:

- Support your assigned team with instruction, student engagement and parent support.
- New Teacher onboarding
- Monitor Chronic Absenteeism reports and support getting students logged in
- Monitor student progress and support with collecting work samples, when needed.
- Monitor and support in student engagement.
- Monitor, support and lead Field Trips within your department.
- Monitor student data and support with making sound data-driven support
- Provide academic and professional support for your instructional team including observations/yearly evaluations (with the support of the Executive Director). .
- Support and lead local and state testing in your assigned areas
- When needed, support IEP meetings, SSTs, etc.
- Most importantly, support and encourage our instructional and non-instructional teams.
- Support direct instruction for ELD students (when needed).
- Support with parent concerns and feedback.
- Lead the Tier 2 or Tier 3 Re-engagement process.
- Lead your team in weekly or bi-monthly meetings
- Meet with the Executive Director weekly or bi-monthly
- Support your team with creative ways of engaging students in intervention/tutoring.
- Support with on/off pace of students
- Support audit and I.S. compliances
- Support with student discipline and/or technology violations.
- Support your team in data-driven instruction
- Perform other duties as assigned.

Other Duties:

Knowledge of:

- ☐ Zoom and other technological instructional tools.
- ☐ Operation of a computer terminal and data entry techniques.
- ☐ Basic record-keeping techniques and communication trackers.
- ☐ Correct English usage, grammar, spelling, punctuation and vocabulary.
- ☐ Telephone techniques and etiquette.
- ☐ Understand or ability to adapt quickly to Learning Management Systems.
- ☐ Understand or ability to adapt quickly to Iready and NWEA, Measure of Academic Progress (MAP)

Education/Licenses/Experience:

- Bachelor's degree required. Master's preferred.
- Valid CA Credential Specialist training in math, literacy and/or reading recovery
- In-depth knowledge of math and literacy development and reading interventions
Knowledge of child and youth cognitive development and different learning styles
Knowledge of California State Standards and assessments
- Ability and willingness to implement Peak's Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve
- Ability to collaborate with colleagues, parents and community 2+ years as a classroom teacher
- Experience working with K-5 students, particularly those reading two or more years behind grade level (if applicable)
- Or Experience working with 6th-8th & 11th graders, particularly those reading two or more years behind grade level (if applicable)

Working Conditions:

Environment: Remote/Virtual

Physical Demands: Dexterity of hands and fingers to operate a computer keyboard. Hearing and speaking to exchange

Information in person or on the phone. Sitting for extended periods of time. Seeing to read a variety of materials.

Must be livescanned and get a TB test.

Equal Employment Opportunity

It is our policy to abide by all federal, state and local laws prohibiting employment discrimination based solely on a person's race, color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status, veteran status (including protected veterans), marital status, registered domestic partner or civil union status, familial status, gender (including sex stereotyping and

gender identity or expression), medical condition, genetic information, sexual orientation, or any other protected status except where a reasonable, bonafide occupational qualification exists.

<i>Primary Location</i>	Peak Prep. California –Remote
<i>Salary Range</i>	Per Year
<i>Shift Type</i>	Full-Time



PURCHASE AND SUBSCRIPTION SERVICES AGREEMENT
EFFECTIVE DATE: 3/1/2024
INITIAL TERM: 12 months

This Purchase and Subscription Services Agreement (the “Subscription Agreement”) is made effective as of the Effective Date set forth above and is by and between Raptor Technologies, LLC, having offices at 2900 North Loop W, Suite 900, Houston, Texas 77092 (“Raptor”), and Peak Prep Pleasant Valley, having office at 600 Temple Avenue, Camarillo, CA 93010 (“Customer”).

Each of Raptor and Customer are referred to as a “Party” and collectively as the “Parties.”. The agreement between the Parties (the “Agreement”) consists of this Subscription Agreement, the Terms (defined below), all Invoices, and all other exhibits, schedules, and documentation referenced by or in this Subscription Agreement and the Terms.

Unless otherwise specified, capitalized terms in this Subscription Agreement have the same meanings as set forth in the Terms. In consideration of the mutual covenants and conditions set forth below, Raptor and Customer agree as follows:

“Terms” means the following documents in effect as of the Effective Date of this Agreement;

1. Raptor Technologies, LLC General Terms and Conditions (<https://raptortech.com/wp-content/uploads/2022/05/Raptor-Online-Terms-and-Conditions-Form-May-2022.pdf>) and, if applicable;
2. SchoolPass Addendum – (<https://raptortech.com/2023-SchoolPass-Addendum.pdf>);
3. SchoolPass Hardware Policy – (<https://raptortech.com/SchoolPass-Hardware-Policies-10-27-2023.pdf>); and
4. Alertus® Terms and Conditions – (<https://www.raptortech.com/partner-agreements/Alertus-Terms-10-27-2023.pdf>)

Access Grant to Raptor Services. Subject to Customer’s compliance with the terms and conditions contained in this Agreement, Raptor grants to Customer a non-exclusive, non-transferable, non-sublicenseable, revocable right to allow Customer to access and use the Raptor Platform and Annual Subscription Services during the Term (as defined in Section 5.2 (Renewal Terms) of the Terms) as set forth in the attached quote.

Fees. Customer will pay to Raptor the fees which may include the Annual Software Access Fee and Annual Subscription Services Fees (“Annual Subscription Fees”) and one-time purchases of equipment, supplies and services as set forth in the attached Quote and on an invoice during the Term. For an annual subscription billing during the Term, the Annual Subscription Fee may be increased from the previous annual period by the higher of the change in the CPI Index for the preceding 12 months or five percent (5%).

This transaction is not a GSA Schedule sale unless otherwise specified in the Quote or on the Invoice.

Payment Terms.

Fees are due and payable within thirty (30) days of Customer’s receipt of the applicable Invoice. All amounts payable by Customer to Raptor hereunder are exclusive of any sales, use and other taxes or duties, however designated (collectively “Taxes”). Customer will be solely responsible for payment of any Taxes, except for those taxes based on the income of Raptor. Customer will provide Raptor its state-issued Direct Pay Exemption Certificate (or equivalent certificate), if applicable, upon execution of this Agreement. In the event an applicable taxing authority, as a result of an audit or otherwise, assesses additional Taxes at any time, Customer and not Raptor will be solely responsible for payment of such additional Taxes and all costs associated with such assessment, including without limitation, interest, penalties, and attorney’s fees. Customer will not withhold any Taxes from any amounts due Raptor. Should Customer be required under any applicable law or regulation, to withhold or deduct any portion of the payments due to Raptor hereunder, then the sum due to Raptor will be increased by the amount necessary to yield to Raptor an amount equal to the sum Raptor would have received had no withholdings or deductions been made.

Customer acknowledges and agrees that it has reviewed the Agreement, including without limitation, the applicable Terms, prior to the execution of this Subscription Agreement.

BY SIGNING BELOW, EACH PARTY REPRESENTS IT HAS READ AND AGREES TO BE BOUND BY THESE TERMS AND CONDITIONS.

RAPTOR TECHNOLOGIES, LLC

Peak Prep Pleasant Valley

Signed: _____

Signed: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____



Quote #: Q-89123-3
Date: 2/6/2024 11:22 AM
Expires On: 3/29/2024
Federal Tax ID #: 45-4914152

To:
Peak Prep Pleasant Valley
600 Temple Avenue
Camarillo, CA 93010
United States

From:
Lindsay Bannister
lbannister@raptortech.com

Subscription Term: 12 Months **Billing Frequency:** Annual

PRODUCT	DESCRIPTION	UNIT PRICE	QTY	TOTAL
Raptor Visitor Management	Annual Software Access Fee (per site license). Renewal fee is due on the anniversary month of purchase. Raptor technical support is included.	USD 660.00	1	USD 660.00
RaptorLink	Annual Fee (per site license) for Student Information System Integration.	USD 145.00	1	USD 145.00
Implementation Fee	One-time fee for implementation (per location).	USD 350.00	1	USD 350.00
CR5400 ID Scanner	ID scanner for state issued identification cards -- 2 year limited warranty.	USD 670.00	1	USD 670.00
Raptor Printer (Dymo 550 Turbo Label Printer)	Printer for either visitor badges or student tardy passes -- 2 year limited warranty	USD 230.00	1	USD 230.00
Raptor Kiosk (with Single Printer)	All-In-One Raptor Kiosk includes a single printer, integrated scanner and webcam.	USD 4,180.00	1	USD 4,180.00
Raptor Self-Serve Visitor Management (Per building license)	Annual Software Access Fee Per Building for Self-Serve Licenses. Renewal fee is due on the anniversary month of purchase. Raptor technical support is included.	USD 299.00	1	USD 299.00
Kiosk Shipping	Standard shipping cost (per kiosk). All kiosks shipped to a single location.	USD 170.00	1	USD 170.00
Raptor Visitor Badges (White) Box (Dymo 550)	Raptor visitor badges (4 rolls/300 badges per roll). Quality guaranteed for one (1) year after purchase date.	USD 85.00	2	USD 170.00
SUBTOTAL:				USD 6,874.00
TOTAL:				USD 6,874.00

RECURRING COSTS IN THIS QUOTE: USD 1,104.00

Quote Notes:

You may sign electronically; or you may print, sign and scan all pages of the document and email to lbannister@raptortech.com or fax to 713-880-2577.

Issuing a purchase order for payment? Please email to lbannister@raptortech.com.

Remit check payments to: Dept. 141, P.O. Box 4458, Houston, TX 77210-4458.

For any other questions, email accounting@raptortech.com.

To order additional or replacement equipment and supplies with a credit card, visit <http://www.shop.raptortech.com>.

Manage Visitors with Minimal Staff Assistance

Greet visitors and extend the sign-in process from your front desk to your school entrance.

Screen and Track All Visitors

Visitors scan their ID, take their photo, and complete the check-in process. Badges, with an optional bar code for easy check-out, print instantly for cleared visitors.

Greet Your Visitors

Customize the “Welcome” screen with your school logo and a message. On-screen instructions (available in English and Spanish) help visitors navigate the check-in process.

Allow Self-Sign-In/Out

Approved students, guardians, campus staff, and district personnel can sign themselves in/out without assistance. All entrants are screened before being cleared by the system.



All-In-One Raptor Kiosk

Perfect for your school entrance or secure vestibule, this all-in-one kiosk station has a 15.6" touchscreen, built-in 2D barcode scanner, camera, and optional passport scanner.



Custom Kiosk

Build your own kiosk station with a district-owned computer or Windows® Surface Pro tablet that is equipped with Raptor Visitor Management.



Peak Prep Pleasant Valley
Mission and Vision Statement

Mission:

The mission of Peak Prep Pleasant Valley is to provide individualized educational options to students seeking alternatives to traditional classroom programs, to ignite the unique talents, capabilities, and joy within each student, enabling them to become citizen leaders who make positive contributions to the world around them.

Vision Statement

The Mission will be accomplished by:

- Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of California State, and relevant national standards through a personalized learning approach.
- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility
- Developing social-emotional intelligence, a positive and healthy sense-of-self, and grit to solve an array of challenges in an ever-challenging world
- Identifying the strengths and challenges of each student, using backwards planning to map their trajectory for growth, and creating educational programming and supports that meet their individualized needs
- Going beyond individualized learning to make meaningful connections with others, to collaborate and explore ideas, and respect differences
- Developing skills leading to independence in continued learning

ASU UNIVERSAL LEARNER COURSE AGREEMENT

This ASU UNIVERSAL LEARNER COURSE AGREEMENT (“Agreement”) dated as of June 5th, 2024, 2024 (“Effective Date”) is by and between Peak Prep Pleasant Valley (“ENTITY”) and the Arizona Board of Regents for and on behalf of Arizona State University (“ASU”) (individually referred to as a “Party” and collectively as the “Parties”).

A. PURPOSE:

1. The purpose of this Agreement is to facilitate learner (“Eligible Learner”) enrollment in the ASU Universal Learner® courses at ASU (the “Program”).
2. A list of available Program courses of study (individually, a “Course” and collectively, the “Courses”) can be found at <https://ea.asu.edu/courses> (the “Online List”). ASU may update the Online List to add or remove Courses. Each updated Online List will supersede any previous Course offerings within the Program.

B. THE PROGRAM:

1. The Program will officially begin July 8th, 2024 and will continue through the end of June 30th, 2025, unless this Agreement is modified or terminated earlier as set forth below.
2. Eligible Learners who would like to take advantage of the Program must utilize the designated portal specific to ENTITY to enroll in the Program.
3. Eligible Learner who complete courses will only have the ability to convert grades of “C” or higher for academic credit.
4. ENTITY and ASU will work together to facilitate Eligible Learner enrollment and utilization of the Courses.
5. ENTITY and ASU agree to the following requirements:
 - a. Eligible Learner who would like to take a Course must either utilize the designated student portal provided by ASU to enroll themselves, or the ENTITY administrator may enroll Eligible Learner utilizing the designated partner portal provided by ASU.
 - b. All Eligible Learners who are learners in the Program Courses are subject to ASU's policies related to Courses.

C. PAYMENT PROVISIONS: The Program will be operated under the following payment parameters (**Choose One**):

1. ☒ Standard ULC Structure:

i. Payment for Credit-Eligibility. **Please choose one:**

1. ☒ ENTITY will pay for the \$25 verification fee for each course(s) a learner takes, after the 10th day from course start date for instructor-paced courses and after the 10th day from course enrollment for self-paced courses

2. ☐ Eligible Learners will pay the \$25 verification fee for each course(s) a learner takes, after the 10th day from course start date for instructor-paced courses and after the 10th day from course enrollment for self-paced courses
- ii. Eligible Learner wishing to get ASU college credit must be enrolled in the Course. Credit Conversion Fee includes (choose one):
 1. ☒ ENTITY will pay the \$400 credit conversion fees for the Program Courses.
 2. ☐ Eligible Learner will pay the \$400 credit conversion fees for the Program Courses.
2. ☐ Consolidated pricing for Verification and Credit Conversion
 - i. ENTITY will be billed at a rate of \$250 per enrollment after the 21st day from course start date for instructor-paced courses and after the 21st day from course enrollment for self-paced courses
3. **Cost-Reimbursement.** ENTITY will follow all local laws and regulations regarding collecting fee reimbursements from learners. ENTITY is responsible for collecting reimbursements from its learners.
 - i. If ENTITY is collecting reimbursement, ENTITY may not collect a reimbursement amount higher than that owed to ASU, for example:
 - i. If ENTITY is collecting reimbursement from the learner for the consolidated model, reimbursement amount cannot exceed \$250.
 - ii. If ENTITY is collecting reimbursement from the learner for the standard price model, reimbursement amount cannot exceed \$25 for registration and \$400 for credit conversion.
4. **No Assignment of Tuition or Fee Revenue.** For the avoidance of doubt, nothing herein shall be interpreted as an assignment by ASU to ENTITY of any tuition paid to or received by ASU, and all tuition and fee revenues are and remain subject to the liens and encumbrances on tuition in connection with ASU's system revenue bonds; provided that (i) the foregoing shall not affect any requirement for ASU to pay the ENTITY pursuant to this Agreement or any related SOW, and (ii) the amounts due from ASU to ENTITY shall not be reduced due to (or at the time paid, subject to) any liens or encumbrances on tuition in connection with ASU's system revenue bonds.

D. PROGRAM DETAILS

Add a general description of the nature of the collaboration with the other entity.

1. Which of the following supports will ENTITY provide to Eligible Learner (Check all that apply)?
 - ☐ Eligible Learners complete ULCs in classroom lab setting with staff support;
 - ☐ Eligible Learner complete ULCs in a cohorted classroom with teacher support;
 - ☐ Eligible Learner have access to tutoring support;

- ☐ Eligible Learner completes ULCs independently and are provided no extra academic support by partner;
- ☐ Other (describe):

2. How is ENTITY planning to provide credit to Eligible Learners upon completion of the ULC course (**Check all that apply**)?
 - ☒ Intent to provide high school credit/grade;
 - ☐ Intent to provide certificate of completion;
 - ☐ Intent to provide no credit or certificate, Eligible Learners are taking the course solely for ASU credit
 - ☐ Other (describe):

E. ENTITY RESPONSIBILITIES:

1. ENTITY will announce the availability of the Program and communicate and promote the benefits of the Program to all of its Eligible Learner. ENTITY will provide opportunities for ASU to access the Eligible Learners for communication regarding and promotion of the Program, as appropriate.
2. ENTITY will provide copies of all communication, links, forms, and any other communication related to Universal Learner Courses within three (3) business days of publication, after prior signature as notated in Section H.
3. ENTITY will provide ASU with the estimated projections for Eligible Learner enrollment to allow ASU to provide an improved experience for all Eligible Learner.
4. ENTITY will verify the eligibility of Eligible Learner to ASU and provide reasonable notice to ASU before the applicable academic session when such persons are no longer Eligible Learner.
 - i. If a custom url link is being utilized as a learner registration method, ENTITY is responsible for verifying learners. The custom url is not secure and will allow anyone with the custom url link to register. ENTITY is responsible for verifying learners at least once per term, before invoices are sent out on the agreed upon schedule.
5. ENTITY will designate a liaison to work with ASU on the administrative aspects of the Program.
6. ENTITY will provide Eligible Learner support during the Program and will act as the primary point of contact for all Eligible Learners and any school enrollment, academic support, or other related matters to the Program. ENTITY will be responsible for engaging ASU, as may be appropriate in the circumstances, to resolve the particular matter.
7. ENTITY will not participate in “upselling” of courses.
8. ENTITY will respond to all communications in a timely manner, including but not limited to invoices, and notify ASU immediately regarding changes in contact information.

F. ASU RESPONSIBILITIES:

1. ASU will provide institutional guidance, academic instruction and oversight for

the Program.

2. ASU will provide ENTITY and its Eligible Learners with access to the Program courses, including but not limited to credit conversion opportunities and ASU transcripts, when applicable.
3. ASU will designate a liaison to work with ENTITY on the administrative aspects of the Program.
4. Provided, ENTITY is entitled to personally identifiable information, pursuant to Section I and ASU will provide ENTITY's designated administrators a report containing individual assignment grades, current grade, and final grade.

G. TERM. This Agreement shall begin on the Effective Date and expire on June 30th, 2025, (the "Term"), unless extended in writing by the Parties. The Program and Program payments due will continue for the Eligible Learners enrolled in the Program prior to the termination of this Agreement.

H. ANNOUNCEMENTS; PROMOTION. The Parties will announce and promote the Program as part of their outreach and public relations efforts. Neither Party will issue a press release, public statement, advertisement or announcement regarding this Agreement or the Program, or use the logos or trademarks of the other Party, without the prior input and written consent, signed by an authorized signatory of the other Party. Use of either Party's marks must comply with the owning Party's trademark standards and guidelines, including using the "@" indication of a registered trademark where applicable. ENTITY shall communicate this requirement to its employees or entities responsible for such promotions, and ensure those individuals comply with this Section H. ENTITY identifies the following point of contact for announcements or promotions as contemplated by this Section H.:

Name Tanya Audish

Position _____

Email Tanya.Audish@peak-prep.org

Phone 714-485-5520

ENTITY acknowledgement and understanding of this Section:

Authorized ENTITY signatory initial, here: _____

I. PRIVACY; EDUCATIONAL RECORDS. FERPA. MINORS. The U.S. Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and its implementing regulations ("FERPA") requires that ASU not disclose personally identifiable information ("PII") from a learner's or student's education records without written consent from the learner or student, except as otherwise provided by law. For those circumstances under which ENTITY appropriately fills the role of a School Official as that term is defined under FERPA, ASU may designate ENTITY as a School Official and may disclose PII from education records in accordance with 34 C.F.R. § 99.31(a)(1)(i)(B). ENTITY agrees to comply with all FERPA criteria applicable to School Officials, including by remaining under ASU's direct control with regard to the use and maintenance of the education

records. In the event that ENTITY does not meet the definition of a School Official, ASU will disclose to ENTITY the appropriate PII from a learner's or student's education records only upon proof, to be furnished by ENTITY or its representative that the learner or student has consented to the disclosure. Such consent must satisfy the requirements of 34 C.F.R. § 99.30. If ENTITY violates the terms of this section, ENTITY shall immediately provide notice of the violation to ASU. ENTITY agrees to act in accordance with the requirements of FERPA, including 34 C.F.R. 99.33(a), which governs the use and re-disclosure of PII from education records, and ASU's FERPA Policy, SSM 107-01: Release of Student Information, available at <https://www.asu.edu/aad/manuals/ssm/ssm107-01.html>.

- 1. Minors.** ENTITY acknowledges, understands, and agrees that ENTITY is responsible for complying with any and all applicable laws regarding minors (under the age of 18 years old) accessing and participating in the Program, including but not limited to obtaining any necessary consents from parents or guardians of minors before granting them access to the Program.
- 2. Data Privacy Laws.** Each Party shall comply with all data privacy laws, rules, and regulations applicable to it in its performance under this Agreement (collectively "Data Privacy Laws"), which may include, but is not limited to, FERPA and the General Data Protection Act ("GDPR"), and shall, upon mutual agreement of the Parties, execute any amendments to this Agreement necessary for each of the Parties to maintain compliance with the Data Privacy Laws.
- 3. Personal Information.** ENTITY warrants any information relating to an identified or identifiable natural person ("Personal Information" or "PI") that ENTITY uses, collects, retains, stores, secures, discloses, transfers, disposes of, or otherwise processes in relation to the products and services subject to this Agreement will be processed in compliance with any applicable laws, regulations, and other legal requirements relating to (a) privacy and information security; and (b) the use, collection, retention, storage, security, disclosure, transfer, disposal, and other processing of Personal Information ("PI Protection Requirements"). Upon request, ENTITY will make available reasonable information necessary to demonstrate compliance with the obligations of any PI Protection Requirements.

ENTITY is, and at all prior times was, and for all times during the term of this Agreement, will remain, in material compliance with all PI Protection Requirements. To ensure compliance with the PI Protection Requirements, ENTITY has in place, complies with, and takes appropriate steps reasonably designed to ensure compliance in all material respects with their policies and procedures relating to data privacy and security and the collection, storage, use, processing, disclosure, handling, and analysis of Personal Information (the "Policies"). ENTITY further certifies that neither it nor any subsidiary: (i) has received notice of any actual or potential liability under or relating to, or actual or potential violation of, any of the PI Protection Requirements, and has no knowledge of any event or condition that would reasonably be expected to result in any such notice; (ii) is currently conducting or paying for, in whole or in part, any investigation, remediation, or other corrective action pursuant to any PI Protection Requirements; or (iii) is a party to any order, decree, or agreement that imposes any

obligation or liability under any PI Protection Requirements.

- 4. To the extent applicable: California Consumer Privacy Act.** ENTITY warrants the products and services subject to this Agreement are not subject to the California Consumer Privacy Act of 2018, as amended (Cal. Civ. Code §§ 1798.100 to 1798.199) (“CCPA”). Following the signing of this Agreement, if any products or services subject to this Agreement become subject to the CCPA, ENTITY will immediately notify ASU and will take all actions necessary to fully comply with the CCPA, including without limitation the signing of additional data handling addendums to this Agreement.
- J. MODIFICATION.** Modifications to this Agreement may be made by written modification, signed and dated by authorized officials, prior to any changes taking effect.
- K. TERMINATION.** Either Party, upon ninety (90) days’ written notice, may terminate this Agreement for convenience before the date of expiration, or upon thirty (30) days’ written notice for breach or default of the other Party. ASU may cancel the Program at any time for any reason. Upon termination of this Agreement or ASU’s cancellation of the Program, the Program will terminate for Eligible Learners, except the Parties will cooperate to allow those Eligible Learners who are enrolled in a course at the time termination becomes effective to complete any courses that are in progress.
- L. NOTICES.** All notices, requests, demands and other communications hereunder will be given in writing and will be either: (a) personally delivered or (b) sent to the Party at its addresses indicated herein by registered or certified U.S. mail, return receipt requested and postage prepaid, or by commercial overnight courier service. Additionally, a corresponding electronic copy should be sent via email. Notices, if delivered, and if provided in the manner set forth above, will be deemed to have been given and received on the date of actual receipt or on the date receipt was refused. The respective addresses to be used for all such notices, demands or requests and electronic copies are as follows:

If to ENTITY:

Entity Name: Peak Prep Pleasant Valley
Mailing Address: 2150 Pickwick Dr, #304, Camarillo CA 93010
Attn: Dr. Shalen Bishop
Title: Executive Director
Phone: 805-222-0025
Email: Shalen.Bishop@peak-prep.org
ASURITE ID:
Anticipated ULC enrollment count:

ENTITY ACCOUNT PAYABLE:

Entity Name: Peak Prep Pleasant Valley
Mailing Address: 2150 Pickwick Dr, #304, Camarillo CA 93010
Attn: Jennifer Buckley
Title: Business Finance and Technician
Phone: 805-323-6070

Email: Jennifer.Buckley@peak-prep.org

If to ASU:

Arizona State University
ASU Learning Enterprise
Enterprise Strategy and Planning
P.O. Box 879508
Tempe, Arizona 85287-9508
Attn: Kimberly Merritt
Email: Kimberly.merritt@asu.edu

M. NAMED REPRESENTATIVE. Each Party is naming a liaison who is authorized to act on its behalf in making or obtaining decisions regarding this Agreement. Such named liaison may be changed from time-to- time by giving the other Party written notice.

1. ASU. ASU's point of contact is Kimberly Merritt, kimberly.merritt@asu.edu
2. ENTITY. ENTITY's point of contact is Dr. Shalen Bishop (Shalen.Bishop@peak-prep.org).

N. NO THIRD-PARTY BENEFICIARIES. This Agreement is not intended to benefit any third Party, nor shall any person who is not now or in the future a Party hereto be entitled to enforce any of the rights or obligations of a Party under this Agreement.

O. FORCE MAJEURE. Neither Party shall be liable for failure to perform any obligation under this Agreement if such failure is caused directly by a Force Majeure Event. A "Force Majeure Event" shall mean an event or circumstance that is beyond the reasonable control and without the fault or negligence of the Party impacted, and that could not have been prevented by the reasonable diligence of the party. Without in any way limiting the foregoing, a Force Majeure Event may include, but are not restricted to (a) acts of God or of a public enemy, (b) acts of the Government in either its sovereign or contractual capacity, (c) fires, (d) floods, (e) epidemics or pandemics, (f) quarantine restrictions, (g) strikes, (h) freight embargoes, (i) natural disasters, (j) unusually severe weather; and (k) failure or disruption of utilities or critical electronic systems and (l) acts of terrorism, mass shootings or other emergencies that may disrupt the operations of the campus or facility .

P. NONDISCRIMINATION. The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, nondiscrimination, including the Americans with Disabilities Act, and affirmative action.

Q. CONFLICT OF INTEREST. ASU and ENTITY's participation in this Agreement is subject to Section 38- 511 of the Arizona Revised Statutes, which provides that this Agreement may be canceled if any person significantly involved in initiating, negotiating, securing, drafting or creating this Agreement on behalf of ASU or ENTITY is, at any time while this Agreement or any extension thereof is in effect, an employee or agent of the other Party to this Agreement in any capacity or a consultant to any other Party with respect

to the subject matter of this Agreement.

- R. NOTICE OF ARBITRATION STATUTES.** Pursuant to Arizona Revised Statutes Section 12-1518, the Parties acknowledge and agree, subject to the Arizona Board of Regents' Policy 3-809, that they will be required to make use of mandatory arbitration of any legal action that is filed in the Arizona superior court concerning a controversy arising out of this Agreement if required by Section 12-133 of the Arizona Revised Statutes.
- S. FAILURE OF LEGISLATURE TO APPROPRIATE.** If ASU's performance under this Agreement depends upon the appropriation of funds by the Arizona Legislature, and if the Legislature fails to appropriate the funds necessary for performance, then ASU may provide written notice of this to ENTITY and cancel this Agreement without further obligation of ASU. Appropriation is a legislative act and is beyond the control of ASU.
- T. RESPONSIBILITY.** Each Party will be responsible for the negligence, acts and omissions of its employees and agents when acting under such Party's direction and supervision.
- U. TITLE IX:** Title IX protects individuals from discrimination based on sex, including sexual harassment. ASU fosters a learning and working environment built on respect and free of sexual harassment. [ASU's Title IX Guidance](#) is available online. Partner will (i) comply with ASU's Title IX Guidance; (ii) provide ASU's Title IX Guidance to any Partner Parties reasonably expected to interact with ASU learners, students, or employees, in person or online; and (iii) ensure that all Partner Parties comply with ASU's Title IX Guidance.
- V. APPLICABLE POLICIES.** This Agreement is subject at all times to the policies of the Arizona Board of Regents and ASU.
- W. NO WAIVER.** No term or provision hereof shall be deemed waived and no breach excused unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. The failure of either Party to exercise any right or remedy hereunder shall not be deemed to be a waiver of such right or remedy or other right or remedy hereunder.
- X. SEVERABILITY.** If any provision of this Agreement, or the application thereof to any person, entity or circumstances, is deemed to be invalid or unenforceable to any extent by an arbitrator or by a court of competent jurisdiction, then the remainder of this Agreement, and the application of such provision to other persons, entities or circumstances, will not be affected thereby and will be enforced to the greatest extent permitted by law, unless a material failure of consideration would result thereby. In addition, such provision will be reformed such that it will be applied to the greatest extent legally enforceable and the Parties hereto agree to be bound thereby.
- Y. CHOICE OF LAW.** This Agreement will be governed by the laws of the State of Arizona without regard to any conflicts of laws principles. ASU's obligations are subject to the regulations/policies of the Arizona Board of Regents. Any proceeding arising out of or

relating to this Agreement will be conducted in Maricopa County, Arizona. Each party consents to such jurisdiction, and waives any objection it may have to venue or convenience of forum.

Z. ENTIRE AGREEMENT. This Agreement embodies the entire understanding of the Parties and supersedes any other agreement or understanding between the Parties relating to the subject matter.

IN WITNESS WHEREOF, the Parties have signed this agreement as of the respective dates below.

FOR:

Name: _____ Dr. Shalen Bishop _____

Title: _____ Executive Director _____

Signature: _____

Date: _____ 06/05/2024 _____

FOR: Arizona Board of Regents for and on behalf of ASU:

Name: Kimberly Merritt

Title: Vice President & Deputy

Signature: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

Ventura County Indian Education Consortium

This Memorandum of Understanding (MOU) explains and confirms the agreements between the Ventura Unified School District as the Local Education Agency for the Ventura County Indian Education Consortium (Provider) and the Peak Prep Pleasant Valley (Partner District).

Memorandum of Understanding Purpose:

The purpose of this MOU is to create and confirm an effective working relationship between the Partner District, Peak Prep Pleasant Valley, and the Ventura Unified School District (VUSD). This MOU also provides the means by which VUSD and the Partner District will maintain a collaborative relationship to ensure inter-agency services to Partner District students and families.

Memorandum of Understanding Timeline:

This MOU is effective July 1, 2024, and will extend through June 30, 2025.

Memorandum of Understanding and Description of Services:

Partner District agrees to the following:

1. Serve as a consortium partner to raise awareness regarding Indian Education.
2. Assist in the recruitment of eligible Indian Education students through existing district means of communication.
3. Confirm student enrollment for annual Title VI grant submission of student count.
4. Identify district and site contact personnel to facilitate communication with the VC Indian Education Consortium as required.
5. Provide classroom space or other school facilities to accommodate Indian Education lessons.
6. Be responsible for safeguarding participant information in compliance with Title 42 Code of Federal Regulations, Part 2.
7. Inform VUSD of changes in schedule and student participation.
8. Work with the VUSD staff as needed.
9. Provide updates on student demographic and educational program information upon request.

VUSD (Provider) agrees to the following:

1. Serve as Local Education Agency for VC Indian Education Consortium.
2. Hire all employees to provide Indian Education services.
3. Provide basic services to eligible Indian Education students including:
 - a) Indian Education Parent Advisory Committee
 - b) Indian Education enrollment and verification support
 - c) Indian Education Annual Honoring Ceremony and Special Events
 - d) Indian Education teaching resources/lending library

- e) Indian Education teacher workshops to introduce teaching resources and annual curriculum theme. The theme for 2024 – 25 is “Native American Music, Dance and Celebration.”
- 4. Provide services at Partner District schools through the district-supported format to include:
 - a) Individual/small group lessons to support cultural identity and awareness for eligible Native American students (as in the past); or
 - b) Classroom presentations on Native American themes (to include classmates of identified students).
- 5. Ensure that VUSD employees have received adequate training in the services being provided and appropriate licenses/certificates are in current standing.
- 6. Ensure that VUSD employees have completed an appropriate background check, including fingerprinting/live scan as described below.
- 7. VUSD shall store student data in a district database or in a locked file cabinet.

Both the Partner District and VUSD representatives of the VC Indian Education Consortium will agree on all elements of any program prior to implementation. Any potential funding issues that are not cost neutral are required to be approved by the VUSD District Office Administration prior to program implementation.

Payment of Funds to VUSD for VC Indian Education Consortium Services:

The Partner District, Peak Prep Pleasant Valley, agrees to contribute \$1,394.28 to VUSD for Indian Education services provided during the 2024-25 school year. Payment to VUSD will occur by September 30 upon receipt of an invoice from VUSD.

Indemnification:

The Partner District shall save, defend, hold harmless and indemnify VUSD (its employees, volunteers, officers, directors and agents), from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property arising from all acts or omissions to act of the Partner District or its board members, officers, employees, volunteers or agents occurring in connection with or in any way incident to or arising out of this Agreement except for liability resulting from the active negligence, sole negligence or willful misconduct of VUSD.

The Partner District shall further defend, hold harmless, and indemnify VUSD (its employees, volunteers, officers, directors, and agents), from and against any and all losses, damages, liabilities, claims, and costs arising from or related to VUSD’s receipt and storage of student data unless the harm is caused by the negligent act of the VUSD.

VUSD shall save, defend, hold harmless and indemnify the Partner District (District, board members, employees, volunteers, and agents), from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property arising from all acts or omissions to act of Provider or its employees, volunteers,

officers, directors or agents occurring in connection with or in any way incident to or arising out of this Agreement except for liability resulting from the active negligence, sole negligence or willful misconduct of the Partner District.

Cancellation:

This MOU may be cancelled by either party upon 30 days' written notice.

Signatures:

PARTNER DISTRICT: Peak Prep Pleasant Valley

Authorized District Representative: _____

Signature:  _____

Title: Executive Director

Date: 06/5/2024

PROVIDER: Ventura Unified School District

Authorized Representative:  _____

Signature: _____

Title: Asst Supt of bus Service

Date: 4/24/24

Pleasant Valley School District
Real Property Lease Agreement

This Lease Agreement (the “Agreement”) is made and entered into this **July 1, 2024** by and between **Pleasant Valley School District**, a California Local Educational Agency (hereinafter referred to as “LEA”) and **Peak Prep Pleasant Valley** (hereinafter referred to as “Lessee.”) (collectively, LEA and Lessee are referred to as the Parties)

Recitals:

1. Whereas LEA owns property, located at **550 Temple Avenue, Camarillo, CA, 93010**, as more particularly described in Exhibit A (the Premises), suitable for the purposes of Lessee.
2. Whereas LEA desires to allow Lessee to use the Premises for such purposes on the terms and conditions hereinafter set forth.
3. Whereas Lessee desires to use the Premises as described herein for such purposes.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto hereby agree as follows:

1. **Lease of Premises.** Subject to the terms and conditions of this Lease, LEA hereby leases the Premises, as described in Exhibit A, attached hereto and incorporated herein by this reference, to Lessee. LEA shall at all times retain legal title to the Premises.
2. **Use of Premises.** Lessee will use Premises as more particularly described in Exhibit B, Use of Leased Premises, attached hereto and incorporated herein by this reference. Lessee warrants and represents that its use of the Premises will comply with applicable Federal, State and local laws, regulations, ordinances, codes and orders, including all health orders.
3. **Common Areas.** The Parties recognize that the leased Premises is located on property used by the LEA. As such, Lessee, as well as the LEA, will also have non-exclusive rights to use areas within the property designated as common space or areas, as more particularly described in Exhibit A, including, but not limited to, walkways, common restroom facilities, play areas, and parking spaces designated for the Premises (Common Area).

Lessee shall be responsible for any damage to the Common Areas caused by its officers, agents, employees, volunteers, attendees, or guests and shall reimburse the LEA for any costs incurred to repair such damage, to be determined and charged at the sole discretion of the LEA. Lessee understands that access to the Common Areas is not guaranteed as access is shared with the LEA and access may be limited periodically for repair, cleaning, or restoration, at the LEA’s discretion.

4. **Employees, Participants, and Guests.**
 - a. Lessee is authorized to allow the following persons to enter the Premises for purposes of Lessee’s operations (collectively Lessee Personnel):
 - 1) Staff employees conducting Lessee operations, cleaning the Premises, and making repairs authorized by this agreement,

- 2) Participants of lessee operations,
 - 3) Contractors and vendors as may be hired by Lessee,
 - 4) Other guests reasonably related to the operations of Lessee.
- b. Lessee shall remain solely responsible for any and all actions by Lessee Personnel and shall indemnify the LEA in accordance with section 29 for any and all claims, demands, monetary or other losses, loss of use, damages and expenses.
5. **Equipment, supplies, and Property.** Lessee may store and maintain any equipment, supplies or property related to the operations of Lessee on the Premises. Lessee shall remain solely responsible for any equipment, supplies or property and shall indemnify the LEA in accordance with section 29 for any and all claims, demands, monetary or other losses, loss of use, damages and expenses.
6. **Term of Lease.** The term of this Agreement shall commence on **July 1, 2024** and terminate on **June 30, 2025**, unless extended or earlier terminated as provided herein.
7. **Option to Renew.** Lessee may have the right to renew the Lease with a total of three (3) renewal periods with each term being one (1) year which may be exercised by giving written notice to the LEA no less than 60 days prior to the expiration of the Lease or renewal period. This is **year three** of that option.
8. **Rent Payment.** The annual payment is **Twenty-Nine Thousand Eight Hundred Twenty-Seven and 23/100 dollars (\$29,827.23)**. The monthly payment shall be **Two Thousand Four Hundred Eighty-Five and 60/100 dollars (\$2,485.60) for twelve (12) payments**, payable monthly with the first payment due upon the commencement of the Lease and each monthly installment payable thereafter on the **1st** day of each month ("Rent"). Rent payment for any period during the term herein, which is for less than 1 month shall be a pro-rata portion of the monthly rent.
9. **Termination or Amendment.** This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement and may be terminated by either party for any reason by giving the other party 90 days advance written notice. Rent payment for any period during the term hereon, which is for less than 1 month shall be a pro-rata portion of the monthly rent.

The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God or other events beyond the reasonable control of the applicable party. Such events include, but are not limited to, natural disasters, power outages, acts of terrorism, acts of war, civil unrest or riots, labor disputes, government orders, epidemics, pandemics quarantines, or equipment failure. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.
10. **Holding Over.** Any holding over by Lessee after the expiration of the Initial Term (if not extended) or the last Extended Term exercised will be deemed a month-to-month tenancy upon the same terms and conditions as set forth in this Lease; provided, however, that the

amount of Rent owed by Lessee to LEA during any holdover month shall be equal to one hundred fifty percent (150%) of the Rent in effect at the expiration of the Initial Term (if not extended) or the last Extended Term.

11. **Surrender.** Lessee will, after the last day of the term of any extension thereof or upon any earlier termination of such term, surrender and yield up to LEA the Premises in good order, condition and state of repair, reasonable wear and tear and damage by fire or other casualty excepted.
12. **Expenses.** It is the intention of the Parties that this Lease be considered a "Gross Lease" and as such, the Base Rent is the entirety of the monthly rent. Therefore, the Lessee is not obligated to pay any additional expenses which includes utilities, custodial expenses, real estate taxes, charges or expenses of any nature whatsoever in connection with the ownership and operation of the Premises. The LEA shall be obligated to maintain the general exterior structure of the Premises, in addition, shall maintain all major systems such as the heating, plumbing, and electrical. The parking area shall be maintained by the LEA including the removal of any environmental hazards as well as the grounds and lands surrounding the Premises.

Lessee will pay for telephone or telecommunications as may be required in the operation and use of the Premises.
13. **Default And Possession:** In the event that the Lessee shall fail to pay said rent, and expenses as set forth herein, or any part thereof, when the same are due and payable, or shall otherwise be in default of any other terms of said Lease for a period of more than 15 days, after receiving notice of said default, then the parties hereto expressly agree and covenant that the LEA may declare the Lease terminated and may immediately re-enter said Premises and take possession of the same together with any of Lessee's personal property, equipment or fixtures left on the Premises which items may be held by the LEA as security for the Lessee's eventual payment and/or satisfaction of rental defaults or other defaults of Lessee under the Lease. It is further agreed, that if the Lessee is in default, that the LEA shall be entitled to take any and all action to protect its interest in the personal property and equipment, to prevent the unauthorized removal of said property or equipment which threatened action would be deemed to constitute irreparable harm and injury to the LEA in violation of its security interest in said items of personal property. Furthermore, in the event of default, the LEA may expressly undertake all reasonable preparations and efforts to release the Premises including, but not limited to, the removal of all inventory, equipment or improvements of the Lessee, at the Lessee's expense, without the need to first procure an order of any court to do so, although obligated in the interim to undertake reasonable steps and procedures to safeguard the value of Lessee's property, including the storage of the same, under reasonable terms and conditions at Lessee's expense, and, in addition, it is understood that the LEA may sue the Lessee for any damages or past rents due and owing and may undertake all and additional legal remedies then available.
14. **Sublet or Assignment.** The Lessee may not transfer or assign this Agreement, or any right or interest hereunder or sublet said leased Premises or any part thereof without first obtaining the prior written consent and approval of the LEA.

Nothing contained herein shall prevent Lessee from employing independent associates, contractors, and consultants as Lessee may deem appropriate to assist in the performance of operations of Lessee. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the LEA, in its sole discretion, to terminate the Agreement.

15. **Alterations.** Lessee will not make or allow any alterations, installations, additions, or improvements in or to the Premises without LEA's prior written consent, which may be withheld in LEA's sole discretion.

16. **Obligations of Lessee**

- a. The Lessee shall provide all materials, furnishings, and equipment necessary for the use of the Premises. Lessee is responsible for all costs associated with such materials, furnishings, and equipment.
- b. The Lessee shall be primarily responsible whenever needed for the maintenance and general pickup of the entranceway leading into the Premises, so that this is kept in a neat, safe and presentable condition. The Lessee shall also be responsible for all minor repairs and maintenance of the Premises, particularly those items which need immediate attention and which the Lessees, or their employees, can do and perform on their own, including but not limited to, the replacement of light bulbs, and the Lessee shall properly maintain the Premises in a good, safe, and clean condition. The Lessee shall properly and promptly remove all rubbish and hazardous wastes and see that the same are properly disposed of according to all local, state or federal laws, rules regulations or ordinances.
- c. In the event the structure of the Premises is damaged as a result of any neglect or negligence of Lessee, their officers, agents, employees, volunteers, attendees, guests, or any independent contractors serving the Lessee or in any way as a result of Lessee's use and occupancy of the Premises, then the Lessee shall be primarily responsible for seeing that the proper claims are placed with the Lessee's insurance company, or the damaging party's insurance company, and shall furthermore be responsible for seeing that the building is safeguarded with respect to said damage and that all proper notices with respect to said damage, are made in a timely fashion, including notice to the LEA, and the party or parties causing said damage. Any damage that is not covered by an insurance company will be the liability of the Lessee.
- d. The Lessee shall, during the term of this Lease, and in the renewal thereof, at its sole expense, keep the interior of the Premises in as good a condition and repair as it is at the date of this Agreement, reasonable wear and use excepted. This obligation would include the obligation to replace any plate glass damaged as a result of the neglect or acts of Lessee or officers, agents, employees, volunteers, attendees, guests, or any independent contractors. Furthermore, the Lessee shall not knowingly commit nor permit to be committed any act or thing contrary to the rules and regulations prescribed from time to time by any federal, state or local authorities and shall expressly not be allowed to keep or maintain any hazardous waste materials or contaminates on the Premises. Lessee shall also be responsible for the cost, if any, which would be incurred

to bring her contemplated operation and business activity into compliance with any law or regulation of a federal, state or local authority.

e. At all times during Lessee's use of the Premises, Lessee shall provide personnel responsible for monitoring the Premises to:

- 1) Ensure no unauthorized person enter the Premises,
- 2) Prevent any unauthorized activities or illegal actions from occurring on the Premises, and
- 3) Protect the condition of the Premises.

f. Lessee agrees to comply with and observe all provisions of the California Education Code, California Vehicle Code, California Code of Regulations, Federal Code of Regulations and all other applicable laws, rules, regulations, and public health orders as prescribed by the United States Government and the State Department of Public Health, County Department of Public Health, Governor or other state and local agencies related to schools, and operations of Lessee in the use of the Premises, including school reopening plans adopted by the LEA. Lessee will, at its own cost and expense, review, follow and implement safety and health measures as part of school reopening or operations planning, including, but not limited to, social distancing, masks and sanitization of the Premises.

17. **Compliance with Laws.** In addition to section 16.e., Lessee hereby agrees that Lessee, officers, agents, employees, and subcontractors of Lessee shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination.

18. **Non-Discrimination and Equal Opportunity.** Lessee represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, company, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

19. **Licenses and Permits.** A copy of any and all local, state or federal permits acquired by the Lessee which are required for the use of the Premises shall be kept on site at all times and shall be readily accessible and produced to the LEA and/or their agents or any local, state, or federal officials upon demand.

20. **Legal Restrictions.**

- a. No drugs, alcohol, tobacco products, e-cigarettes, or vape products are allowed on the Premises at any time.
- b. The carrying of weapons is not allowed on the Premises except by on-duty, sworn law enforcement personnel.
- c. No device with produces flames, sparks, smoke, or explosions is allowed on the Premises without prior written permission of the LEA, which may be withheld in LEA's sole discretion, and appropriate safety measures and permits are in place.

- d. LEA reserves the right to remove any person or persons at any time from the Premises that LEA deems, in its sole discretion, to be unruly or a threat to the safety, welfare or security of the Premises or LEA personnel.

21. **Hazardous Materials.**

- a. During the term of this Agreement or extension thereof, Lessee shall not use or cause to be used any hazardous or toxic substances or materials, otherwise store, or dispose of any such substances on the Premises without prior written permission from LEA, which may be withheld in LEA's sole discretion.
- b. Notwithstanding the foregoing, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of Lessee's operations such as office supplies and cleaning supplies. Such supplies shall be used in compliance with any applicable laws, regulations, and LEA policies.
 - 1) All disinfecting supplies shall be used in compliance with the Healthy Schools Act, California *Education Code* sections 17608 et seq.

22. **Quiet Enjoyment.** LEA represents and warrants that LEA has legal right to possession of the Premises and the power and the right to enter into this Lease and that Lessee, upon the faithful performance of all of the terms, conditions and obligations of Lessee contained in this Lease, will peaceably and quietly hold and enjoy the Premises upon the terms, covenants and conditions set forth in this Lease throughout the term of this Lease and any extensions thereof.

23. **Condition of Premises/Inspection by Lessee:** The Lessee has had the opportunity to inspect the Premises and acknowledges with its signature on this Agreement that the Premises are in good condition and comply in all respects with the requirements of this Agreement. Furthermore, the LEA makes no representation or warranty with respect to the condition of the Premises or its fitness or availability for any particular use, and the LEA shall not be liable for any latent or patent defect therein. Furthermore, the Lessee represents that Lessee has inspected the Premises and is leasing and will take possession of the Premises with all current fixtures present in their "as is" condition as of the date hereof.

24. **Right of Entry:** It is agreed and understood that the LEA and its agents shall have the complete and unencumbered right of entry to the Premises at any time or times for purposes of inspecting or showing the Premises and for the purpose of making any necessary repairs to the building or equipment as may be required of the LEA under the terms of this Agreement or as may be deemed necessary with respect to the inspection, maintenance, or repair of the Premises.

25. **Notices.** Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:

- a. Personal delivery,
- b. Overnight commercial courier,
- c. Certified or registered prepaid U.S. mail, return receipt requested, or
- d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the LEA and the Lessee as follows:

Pleasant Valley School District
Local Educational Agency

Attn: Mr. Chris Johnston

600 Temple Avenue
Street

Camarillo, CA, 93010
City, State, Zip Code

cjohnston@pleasantvalleysd.org
E-mail Address

805.389.2100 x 1162
Telephone

Peak Prep Pleasant Valley
Lessee

Attn: Dr. Shalen Bishop

2150 Pickwick Dr. #304
Street

Camarillo, CA 93010
City, State, Zip Code

Shalen.Bishop@peak-prep.org
E-mail Address

805-222-0025
Telephone

26. **Repairs and Maintenance.** LEA will, at LEA's sole expense, repair and maintain the Premises, including the structural portions of the Premises but not the non-structural portions of the Premises, in good order and condition (reasonable wear and tear excepted); provided, however, that if structural repair and maintenance is necessitated by the Lessee's improvements, if allowed by written amendment to this Agreement, then such repair and maintenance shall be at Lessee's sole cost and expense.
27. **Damage to Leased Premises.** In the event the Premises shall be destroyed or damaged as a result of any fire or other casualty which is not the result of the intentional acts or neglect of Lessee or officers, agents, employees, volunteers, attendees, guests, or any independent contractors, and which precludes or adversely affects the Lessee's occupancy of the Premises, then in every such cause, the rent herein set forth shall be abated or adjusted according to the extent to which the leased Premises have been rendered unfit for use and occupation by the Lessee and until the demised Premises have been put in a condition at the expense of the LEA, at least to the extent of the value and as nearly as possible to the condition of the Premises existing immediately prior to such damage. It is understood, however, in the event of total or substantial destruction to the Premises that in no event

shall the LEA's obligation to restore, replace or rebuild exceed an amount equal to the sum of the insurance proceeds available for reconstruction with respect to said damage.

28. **Indemnification.** To the fullest extent permitted by law, Lessee agrees to defend, indemnify, and hold harmless LEA, its governing board, officers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses,, including but not limited to, legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Lessee or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Lessee, whether such act or omission is authorized by this Agreement or not. Lessee also agrees to pay for any and all damage to the real and personal property of the LEA, or loss or theft of such property, or damage to the Property done or caused by such persons. LEA assumes no responsibility whatsoever for any property placed on LEA premises by Lessee, Lessee's agents, employees, participants, vendors, customers or subcontractors. Lessee further hereby waives any and all rights of subrogation that it may have against the LEA. The provisions of this Indemnification do not apply to any damage or losses caused solely by the negligence of the LEA or any of its governing board, officers, agents, employees and/or volunteers.

29. **Insurance.** As long as Lessee is a VCSSFA member, the following insurance information is not needed. If Lessee ends it's VCSSFA membership, then Lessee, at its own cost and expense, shall procure and maintain during the term of this Agreement, policies of insurance for the following types of coverage:

- a. Commercial General Liability Insurance. Lessee shall procure and maintain, during the term of this Agreement, the following General Liability Insurance coverage:

	Each Occurrence	Aggregate
Use of Leased Premises	\$ 2,000,000.00	\$ 4,000,000.00

Commercial General Liability insurance shall include products/completed operations, property damage, and personal and advertising injury coverage.

Any and all subcontractors hired by Lessee in connection with the Facilities described in this Agreement shall maintain such insurance unless the Lessee's insurance covers the subcontractor and its employees.

- b. Automobile Liability. Lessee shall procure and maintain, during the full term of this Agreement, Automobile Liability Insurance, including non-owned and hired automobiles, as applicable with the following coverage limits:

Personal vehicles: \$ 500,000.00 combined single limit or
\$100,000.00 per person / \$300,000.00 per accident

- c. Workers' Compensation Insurance. Lessee shall procure and maintain, during the term of this Agreement, Workers' Compensation Insurance, as required by California law, on all of its employees engaged in work related to the performance of this Agreement.

Lessee shall procure and maintain Employers' Liability insurance coverage of \$1,000,000.

In the case of any such work which is subcontracted, Lessee shall require all subcontractors to provide Workers' Compensation Insurance and Employers' Liability insurance for all of the subcontractor's employees to be engaged in such work unless such employees are covered by the protection afforded by the Lessee's Workers' Compensation Insurance.

- d. Property Insurance. Lessee shall procure and maintain, during the term of this Agreement, Property Insurance against all risks of loss, including but not limited to fire, theft, vandalism, rain, water, criminal or negligent acts of others, or any other cause to any Lessee personal property, fixtures, equipment, inventory and vehicles, at full replacement cost with no coinsurance penalty provision.
- e. Other Coverage as Dictated by the LEA. Lessee shall procure and maintain, during the term of this Agreement, the following other Insurance coverage:

	Each Occurrence	Aggregate
<input type="checkbox"/> Abuse and Molestation	\$ 2,000,000.00	\$4,000,000.00

- f. If the Lessee maintains broader coverage and/or higher limits than the minimums shown above, the LEA requires and shall be entitled to the broader coverage and/or higher limits maintained by the Lessee. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the LEA.
- g. Lessee's insurance is primary and will not seek contribution from any other insurance available to the LEA.
- h. Certificates of Insurance. Lessee shall provide certificates of insurance to the LEA, with LEA as certificate holder, as evidence of the insurance coverage required herein, not less than Fifteen (15) days prior to commencing work for the LEA, and at any other time upon the request of the LEA. Certificates of insurance will be deemed invalid if proper endorsements are not attached. Certificates of such insurance shall be filed with the LEA on or before commencement of the Lease under this Agreement.
- i. Endorsements. Lessee's and any and all Lessee subcontractor's Commercial General Liability insurance; Commercial Automobile Insurance; Liability Excess, Umbrella and/or Reinsurance; and Abuse and Molestation coverage shall name the LEA, its governing board, officers, agents, employees, and/or volunteers as additional insureds. All endorsements specifying additional insureds for any of the Insurance Policies shall be as indicated below or an equivalent endorsement reasonably acceptable to the LEA.
- 1) General Liability
 - ☐ Use of Leased Premises: CG 20 11 10 01;
 - 2) Legal Liability Coverage (Property Coverage)
 - ☐ ISO Form CP 00 40 04 02
 - 3) Primary, Non-Contributory
 - ☐ CG 20 01 01 13

- 4) Waiver of Subrogation
 - ☐ CG 24 04 05 09
 - 5) Commercial Automobile Liability
 - ☐ CA 20 48 10 13
 - j. Lessee's and any and all Lessee subcontractor's Commercial General Liability insurance shall provide a list of endorsements and exclusions.
 - k. Deductibles. Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this agreement must be declared to and approved by the LEA. Lessee shall be responsible to pay that deductible or self-insured retention and the LEA shall not be responsible to pay these costs. In the event that Lessee's deductibles or self-insured retentions collectively total more than \$25,000.00, LEA reserves the right to request proof of Lessee's financial solvency in relation to remittance thereof or require Lessee to post a bond guaranteeing payment of the deductible, or both.
 - l. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the LEA.
 - m. Insurance written on a "claims made" basis is to be renewed by the Lessee and all Lessee subcontractors for a period of five (5) years following termination of this Agreement. Such insurance must have the same coverage and limits as the policy that was in effect during the term of this agreement and will cover the Lessee for all claims made.
 - n. Failure to Procure Insurance. Failure on the part of Lessee, or any of its subcontractors, to procure or maintain required insurance shall constitute a material breach of contract under which the LEA may immediately terminate this Agreement.
30. **Governing Law and Venues.** Lessee hereby acknowledges and agrees that LEA is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of the LEA hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.
- This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California or other court as mutually agreed by both parties. Lessee hereby waives and expressly agrees not to assert, in any way, any claim or allegation that it is not personally subject to the jurisdiction of the courts named above. Lessee further agree to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is improper.
31. **Dispute Resolution**
- a. The parties agree that, in the event of any dispute under the agreement in which the amount sought is \$5,000.00 or less, any litigation to resolve the dispute shall be brought in the Ventura County Small Claims Court.

- b. If the amount in dispute exceeds \$5,000.00, the parties agree that they will first submit the matter to a mutually agreed upon mediator. Notwithstanding section 33, Attorneys' Fees, the cost of the mediator shall be borne equally by the parties.
- c. If the mediator is unable to resolve the dispute, then the parties shall submit the matter to binding arbitration in Ventura County or other mutually agreed location pursuant to the rules of the American Arbitration Association (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind. The Arbitration shall be completed, and a decision rendered within ninety (90) days of the appointment of an Arbitrator.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. Any document demand and response shall conform to Code of Civil Procedure sections 2031.010 et seq. The deposition notice shall conform to Code of Civil Procedure sections 2025.020 et seq. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025.020 et seq. and 2031.010 et seq.

- 32. **Attorneys' Fees.** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding.
- 33. **Public Record.** Lessee acknowledges that this Lease is a public record within the meaning of the California Public Records Act, Government Code Section 6250 et seq., which the LEA must disclose upon request pursuant to such Government Code sections.
- 34. **Nature of Agreement.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the Lease Agreement and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral

understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

35. **Nature of Relationship.**

- a. It is not intended by this Agreement to, and nothing contained in this Agreement shall, create any partnership, joint venture, employment or agent relationship, or other agreement between the LEA and Lessee. Lessee is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of the LEA or to bind the LEA in any manner.
- b. Lessee shall not imply, indicate or otherwise suggest that Lessee's use of the Premises and/or related activities are connected or affiliated with, or are endorsed, favored, or supported by, or are opposed by the LEA. No signage, notices, or other material may reference the LEA, any school name, logo or mascot without the prior written permission from LEA, which may be withheld in LEA's sole discretion.

36. **Binding Effect.** This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

37. **Waiver.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

38. **Severability.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

39. **Paragraph Headings.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

40. **Counterpart Execution: Electronic Delivery.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission and shall have the same legal effect as an "ink-signed" original.

41. **Authority.** Lessee represents and warrants that Lessee has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

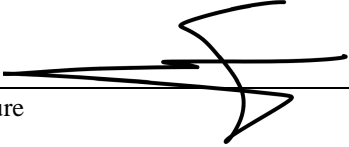
<u>Pleasant Valley School District</u> Local Educational Agency	<u>Peak Prep Pleasant Valley</u> Lessee
By: _____ Signature	 _____ Signature
<u>Dr. Danielle Cortes</u> Name	<u>Dr. Shalen Bishop</u> Name
<u>Superintendent of Schools</u> Title	<u>Executive Director</u> Title
<u>600 Temple Avenue</u> Street	<u>2150 Pickwick Dr, #304</u> Street
<u>Camarillo, CA, 93010</u> City, State, Zip Code	<u>Camarillo, CA 93010</u> City, State, Zip Code
<u>dcortes@pleasantvalleysd.org</u> E-mail Address	<u>Shalen.Bishop@peak-prep.org</u> E-mail Address
<u>805.389.2100</u> Telephone	<u>805-222-0025</u> Telephone

Exhibit A
Description of Leased Premises

LEA agrees to lease to Lessee the following described Premises:

Pleasant Valley School of Engineering and Arts Early Education Center
Building(s)

Room 19 office space; Room 24 (includes two restrooms)
Room(s)

Restroom and staff lounge
Additional Area(s)

550 Temple Avenue
Street Address

Camarillo, CA, 93010
City, State, Zip Code

Parking spaces designated to Lessee: 0

Common Areas: Listed above

Exhibit B
Use and Schedule of Leased Premises

Premises Use

Office space.

Schedule

The Premises will be used:

☐ Only on PVSD business days during the Term of the Agreement

Time during the day

7 a.m.
Start time

5 p.m.
End time