



Peak Prep Pleasant Valley  
Board Meeting Agenda—Regular Board Meeting  
Thursday, May 1st 2025  
4:00pm

**Meeting Location:**  
PVSD  
600 Temple Ave  
Camarillo, CA 93010  
Peak Learning Center-Rm 24

***Remote Meeting Access via Zoom:***

*Topic: May Board Meeting*

*Time: May 1, 2025 04:00 PM Pacific Time (US and Canada)*

***Join Zoom Meeting***

*<https://peak-prep-org.zoom.us/j/83776209799?pwd=DrSPlcoeYHk4LifSRuBoXSQ7bjBZfS.1>*

***Meeting ID: 837 7620 9799***

***Passcode: 942657***

*One tap mobile*

*+19292056099,,83776209799#,,,,\*942657# US (New York)*

*+13017158592,,83776209799#,,,,\*942657# US (Washington DC)*

*Dial by your location*

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- +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
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 360 209 5623 US

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*Find your local number: <https://peak-prep-org.zoom.us/j/83776209799>*

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

#### THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

#### REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

#### REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contact Superintendent, Dr. Shalen Bishop at [Shalen.Bishop@peak-prep.org](mailto:Shalen.Bishop@peak-prep.org)

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact the Executive Director's Office: Dr. Shalen Bishop at [Shalen.Bishop@peak-prep.org](mailto:Shalen.Bishop@peak-prep.org).

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

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### **I. PRELIMINARY MATTERS**

#### ***A. Call to Order:***

Meeting was called to order by Board Director at: \_\_\_\_ pm \_\_\_\_\_

#### ***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](mailto:Shalen.Bishop@peak-prep.org)) prior to the start of the meeting, or otherwise by lining up at the designated spot for public comment designated by the Board at the time public comment is opened. Board members are prohibited from responding to or commenting on matters raised by the public that are not on the agenda. (Gov. Code § 54954.2(a))

Public comments may also be presented live through our Zoom Meeting link to the meeting:

<https://peak-prep-org.zoom.us/j/83776209799?pwd=DrSPlcoeYHk4LifSRuBoXSQ7bjBZfS.1>

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

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

## **III. Public Hearing—Local Control and Accountability Plan (LCAP)**

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

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

## **IV. Information, Discussion, and Action items**

***A) Approval of Consent Agenda.*** Agenda items presented in this section compose the Consent Agenda and are routine of nature. Unless an item is moved to the

*Action section at the request of a board member, they will be approved by the board as a group as the first action on the agenda. Each item approved shall be deemed to have been read in full and adopted as recommended.*

**1. Approval of Financial Statement.** *The Director of Finance recommends that the Board of Directors approve the revenue and expenditures as listed on March 1st, 2025 through March 31st, 2025, Financial Statements.*

**2. Approval of Board Report of Commercial Checks**  
*The Director of Finance recommends that the Board of Directors approve the commercial payments as listed on March 1st, 2025 through March 31st, 2025 Board Report of Checks.*

**3. Approval of Board Report of Purchase Orders**  
*The Director of Finance recommends that the Board of Directors approve the purchase orders as listed March 1st, 2025 through March 31st, 2025 Board Reports.*

**4. Approve Minutes from 3/13/2025 & 4/3/2025 Board Meeting**

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

**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, 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
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Patty Lerner						
Bob Rust						
Carol Bjordahl						

***D) The Board will review, discuss, and consider approving Peak Prep Pleasant Valley's 2025-26 Adopted Budget.*** This is the anticipated budget moving into the new 2025-2026 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 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						

***F) The Board will review, discuss, and consider approving the July/Track A and 2025-2026 Payroll Authorization Requests (PARs).*** Per the adopted budget, LCAP, and certificated extra duties, these are the end of 2024-2025 school year PARS and anticipated PARs for the 2025-2026 school year.

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

***G) 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						

**H) The Board shall review, discuss, and consider approving the Memorandum of Understanding (MOU) Nurse agreement between Pleasant Valley School (PVSD) District and Peak Prep.** This is a new agreement for our Learning Center to use the Nurse for emergencies and/or special trainings/events.

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

**I) The Board shall review, discuss, and consider approving the new job descriptions and salary schedules.** With the growth of our school and needs, these positions will help with additional support and aligns with our LCAP. These have been included in our LCAP and adopted budget numbers. Due to the increase and how fast our enrollment has grown, we have included future positions.

- 1) Special Education Data Technician (25-26 school year)
- 2) Technology Program Specialist (25-26 school year)
- 3) Direct of Special Education (Enrollment 1200)
- 4) Executive Admin Assistant (Enrollment 1200)
- 5) Occupational Therapist (Enrollment 1100)
- 6) Human Resource Manager (25-26 shared position with River Oaks)
- 7) Student Support Program Specialist (25-26 school year)
- 8) Homeschool Liaison (Immediate)
- 9) Compliance Technician (25-26 school year)
- 10) Senior Business Financial Technician (25-26 school year)
- 11) Data Coordinator & Support (25-26 school year)

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 new 2025-2026 salary schedule.** The adopted budget reflects this change with sustainability and the new salary schedule includes the new job descriptions approved.

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

### ***V. Closed Session***

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

### ***VI. Board Members Remarks and Announcements***

### ***VI.I ADJOURNMENT***

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

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

Adjourned at \_\_



Peak Prep Pleasant Valley

Budget vs Actual

For the period ended March 31, 2025

	Current Year Actual	Total Adopted Budget	2nd Interim Budget	YTD Amount Actual vs. Budget	YTD Amount Actual vs. 2nd Interim
Revenues					
State Aid - Revenue Limit					
LCFF State Aid	\$ 4,135,288	\$ 4,457,852	\$ 7,227,294	322,564	3,092,006
Education Protection Account	40,266	89,300	156,370	49,034	116,104
State Aid - Prior Year	(13,099)	-	-	13,099	13,099
In Lieu of Property Taxes	1,934,801	1,741,261	3,551,217	(193,540)	1,616,416
Total State Aid - Revenue Limit	6,097,256	6,288,412	10,934,881	191,156	4,837,625
Federal Revenue					
Special Education - Entitlement	-	111,982	101,640	111,982	101,640
Title I, Part A - Basic Low Income	34,537	86,661	86,661	52,124	52,124
Title II, Part A - Teacher Quality	4,558	11,044	11,044	6,486	6,486
Title III - Limited English	-	10,000	-	10,000	-
Other Federal Revenue	24,605	19,382	11,424	(5,223)	(13,181)
Prior Year Federal Revenue	85	-	85	(85)	0
Total Federal Revenue	63,785	239,069	210,854	175,285	147,069
Other State Revenue					
State Special Education	369,422	396,046	693,501	26,624	324,079
Mandated Cost	13,456	13,313	13,456	(143)	-
State Lottery	26,164	111,179	213,445	85,014	187,281
Prior Year Revenue	948	-	-	(948)	(948)
Other State Revenue	236,381	86,808	358,106	(149,573)	121,725
Total Other State Revenue	646,371	607,345	1,278,508	(39,026)	632,137
Other Local Revenue					
Interest Revenue	-	35,000	-	35,000	-
Other Fees and Contracts	25,040.06	-	25,040	(25,040)	-
Total Other Local Revenue	25,040	35,000	25,040	9,960	-
Total Revenues	\$ 6,832,452	\$ 7,169,827	\$ 12,449,283	337,375	5,616,831

## Peak Prep Pleasant Valley

### Budget vs Actual

For the period ended March 31, 2025

	Current Year Actual	Total Adopted Budget	2nd Interim Budget	YTD Amount Actual vs. Budget	YTD Amount Actual vs. 2nd Interim
<b>Expenses</b>					
Certificated Salaries					
Teachers' Salaries	\$ 2,270,553	\$ 2,811,312	\$ 3,217,903	540,759	947,350
Teachers' Extra Duty/Stipends	437,848	116,780	761,975	(321,068)	324,127
Pupil Support Salaries	313,277	336,656	387,597	23,379	74,320
Administrators' Salaries	349,577	334,061	445,289	(15,516)	95,712
Other Certificated Salaries	619,942	-	761,855	(619,942)	141,913
Total Certificated Salaries	3,991,197	3,598,809	5,574,619	(392,388)	1,583,422
Classified Salaries					
Instructional Salaries	30,149	25,774	38,286	(4,375)	8,137
Support Salaries	20,999	7,700	20,999	(13,299)	(0)
Supervisors' and Administrators' Salaries	129,924	148,998	157,542	19,074	27,618
Clerical and Office Staff Salaries	384,962	325,760	545,578	(59,202)	160,616
Total Classified Salaries	566,034	508,232	762,405	(57,802)	196,371
Benefits					
State Teachers' Retirement System, certificated	701,232	687,373	1,114,101	(13,859)	412,869
Public Employees' Retirement System, classified	122,968	137,477	210,591	14,508	87,623
OASDI/Medicare/Alternative, certificated positions	37,988	31,510	53,119	(6,478)	15,131
Medicare/Alternative, certificated positions	65,516	59,552	99,938	(5,964)	34,422
Health and Welfare Benefits, certificated positions	789,387	570,894	1,244,189	(218,493)	454,802
State Unemployment Insurance, certificated positions	7,181	2,015	12,023	(5,166)	4,842
Workers' Compensation Insurance, certificated positions	59,517	69,532	108,530	10,015	49,013
Other Benefits, certificated positions	-	17,703	-	17,703	-
Total Benefits	1,783,790	1,576,056	2,842,491	(207,734)	1,058,701
Books & Supplies					
Textbooks and Core Materials	250,651	319,300	326,438	68,649	75,787
Books and Reference Materials	2,177	-	6,686	(2,177)	4,509
School Supplies	119,406	267,050	267,050	147,644	147,644
Software	628,289	87,309	626,447	(540,980)	(1,841)
Office Expense	3,630	-	20,578	(3,630)	16,948
Business Meals	9,312	-	16,717	(9,312)	7,405
Noncapitalized Equipment	347,236	76,000	384,654	(271,236)	37,418
Food Services	-	500	208	500	208
Total Books & Supplies	1,360,700	750,159	1,648,777	(610,541)	288,078

## Peak Prep Pleasant Valley

### Budget vs Actual

For the period ended March 31, 2025

	Current Year Actual	Total Adopted Budget	2nd Interim Budget	YTD Amount Actual vs. Budget	YTD Amount Actual vs. 2nd Interim
Subagreement Services					
Special Education	133,571	70,000	271,435	(63,571)	137,864
Other Educational Consultants	131,720	61,394	348,941	(70,326)	217,221
Other Educational Consultants	-	96,600	-	96,600	-
Total Subagreement Services	265,291	227,994	620,376	(37,297)	355,085
Operations & Housekeeping					
Auto and Travel	47,391	3,605	57,538	(43,786)	10,147
Dues & Memberships	11,400	10,060	6,257	(1,341)	(5,143)
Insurance	56,970	74,356	75,419	17,386	18,449
Communications	42,618	36,565	65,629	(6,053)	23,011
Postage and Shipping	29,198	19,570	18,027	(9,628)	(11,171)
Total Operations & Housekeeping	187,578	144,156	222,870	(43,422)	35,292
Facilities, Repairs & Other Leases					
Rent	22,370	30,396	30,064	8,026	7,694
Additional Rent	2,608	-	2,608	(2,608)	-
Total Facilities, Repairs & Other Leases	24,978	30,396	32,672	5,418	7,694
Professional/Consulting Services					
IT	62,475	242,658	230,635	180,183	168,160
Audit & Taxes	4,158	19,575	19,158	15,417	15,000
Legal	17,938	30,000	22,578	12,062	4,639
Professional Development	81,243	115,220	111,379	33,977	30,136
General Consulting	2,700	92,127	7,700	89,427	5,000
Special Activities/Field Trips	15,527	2,000	29,626	(13,527)	14,099
Bank Charges	490	-	830	(490)	340
Other Taxes and Fees	4,717	20,000	4,776	15,283	59
Payroll Service Fee	9,633	-	13,833	(9,633)	4,200
Management Fee	202,135	125,472	245,049	(76,663)	42,914
District Oversight Fee	223	62,884	109,349	62,661	109,125
SPED Encroachment	-	-	7,951	-	7,951
Public Relations/Recruitment	52,241	-	52,536	(52,241)	295
Total Professional/Consulting Services	453,481	709,936	855,400	256,455	401,918
Depreciation					
Depreciation Expense	428	286	286	(142)	(142)
Total Depreciation	428	286	286	(142)	(142)
Interest					
Interest Expense	441	-	441	(441)	-
Total Interest	441	-	441	(441)	-
<b>Total Expenses</b>	<b>\$ 8,633,917</b>	<b>\$ 7,546,024</b>	<b>\$ 12,560,337</b>	<b>(1,087,893)</b>	<b>3,926,420</b>
<b>Change in Net Assets</b>	<b>(1,801,465)</b>	<b>(376,197)</b>	<b>(111,054)</b>		
Net Assets, Beginning of Period	2,401,894				
<b>Net Assets, End of Period</b>	<b>\$ 600,429</b>				

## Peak Prep Pleasant Valley

### Check Register

For the period ended March 31, 2025

Check Number	Vendor name	Check Date	Check Amount
10417	KAHO000--Kahoot! Asa	3/4/2025	\$ 123.45
10418	STUD000--Studies Weekly Inc.	3/4/2025	6,441.47
10419	BRIG002--Barton Reading & Spelling System	3/11/2025	780.65
10420	BEAU000--Beautiful Feet Books	3/11/2025	40.07
10421	BRID000--Bridge 2 Inclusive Practices	3/11/2025	525.00
10422	MORR001--Brooks Morris	3/11/2025	1,050.00
10423	HOFF000--Hoffman Academy of Music	3/11/2025	144.00
10424	HOOK001--Hooked on Phonics	3/11/2025	369.72
10425	HUGO000--Hugo's GymFitness	3/11/2025	56.85
10426	K12M000--K12 Management DbA Fueled	3/11/2025	8,700.00
10427	LITT000--Little Passports, Inc.	3/11/2025	469.08
10428	LOGI000--Logic of English Inc	3/11/2025	238.93
10429	MONA001--Monarchs Gymnastics	3/11/2025	511.00
10430	OAKM000--Oak Meadow Inc	3/11/2025	234.26
10431	OXFO000--Oxford Consulting Services Inc	3/11/2025	11,683.46
10432	PRES001--Presley May Farms LLC	3/11/2025	5,940.00
10433	RANCO00--Rancho Simi Rec. & Park Distr.	3/11/2025	480.00
10434	ROYA000--Royal Fireworks Press	3/11/2025	247.50
10435	SOFT000--Softchoice Corporation	3/11/2025	410.00
10436	SONS000--Sonesta Los Angeles Airport	3/11/2025	4,395.67
10437	TALK000--TalkBox.Mom	3/11/2025	404.05
10438	THEC000--The Critical Thinking Co.	3/11/2025	175.22
10439	TIME000--Time4Learning	3/11/2025	299.50
10440	VENT004--Ventura County Office of Education	3/11/2025	2,375.00
10441	WATE000--Waterfront Education	3/11/2025	265.00
10442	YOUN000--Young Gates Inc.	3/11/2025	1,198.00
10443	OHLX000--Heather Cori Ohl	3/17/2025	1,080.00
10444	BDJT000--Bdjtech	3/17/2025	71,182.00
10445	BREA001--Breathe For Change, Inc.	3/17/2025	1,099.00
10446	CACH000--CA Charter Schools Conference Registratior	3/17/2025	750.00
10447	CAMA001--Camarillo Academy of Performing Arts, Inc	3/17/2025	1,410.00
10448	CRUN000--Crunchlabs LLC	3/17/2025	295.14
10449	ENLI000--Enlightened Learning, LLC	3/17/2025	758.00
10450	HOME002--Home School Coaches	3/17/2025	690.00
10451	JAMF000--Jamf Holdings Inc&Subsidiaries	3/17/2025	70.45
10452	OFFI000--KCSOS	3/17/2025	56.00
10453	MONA001--Monarchs Gymnastics	3/17/2025	1,000.00
10454	PAND000--Pandia Press	3/17/2025	79.86
10455	BROW000--Pemberley Academics	3/17/2025	700.00
10456	GRAN000--Flin Grant	3/17/2025	320.27
10457	PLEA001--Pleasant Valley School Dist	3/17/2025	83,801.54
10458	PRES001--Presley May Farms LLC	3/17/2025	135.00
10459	SPEC000--Specialized Therapy Services	3/17/2025	3,920.75
10460	STAR000--Star Dance Center	3/17/2025	474.00
10461	STEM000--Stemon USA	3/17/2025	150.00
10462	BOGG000--Struggly	3/17/2025	36.00
10463	STUD000--Studies Weekly Inc.	3/17/2025	35.90
10464	SUBZ000--Sub Zero Ice Cream- Ca, LLC	3/17/2025	112.05
10465	BEND000--The Bending Willow Academy	3/17/2025	9,059.50
10466	MUSI000--The Music Junction Inc.	3/17/2025	388.00
10467	ASPI000--Aspiranet	3/20/2025	7,191.23
10468	CHAR000--Charter Impact, LLC	3/20/2025	25,108.00
10469	CRUN000--Crunchlabs LLC	3/20/2025	196.77
10470	DELL000--Dell Marketing LP	3/20/2025	14,277.39
10471	HOOK001--Hooked on Phonics	3/20/2025	333.20
10472	IXLL000--Ixl Learning Inc.	3/20/2025	3,172.50
10473	K12M000--K12 Management DbA Fueled	3/20/2025	47,700.00
10474	MONA001--Monarchs Gymnastics	3/20/2025	251.00
10475	WEST000--Redline Athletics	3/20/2025	125.00
10476	STEM000--Stemon USA	3/20/2025	225.00
10477	CONE000--Conejo Rec. & Park District	3/26/2025	133.00
10478	ENLI000--Enlightened Learning, LLC	3/26/2025	215.00
10479	AMER001--American Express	3/27/2025	8,308.95

## Peak Prep Pleasant Valley

### Check Register

For the period ended March 31, 2025

Check Number	Vendor name	Check Date	Check Amount
10480	ASPI000--Aspiranet	3/27/2025	5,975.65
10481	ATHL000--Athletes Academy, LLC	3/27/2025	1,882.05
10482	ENLI000--Enlightened Learning, LLC	3/27/2025	780.00
10483	KAIZ000--Kaizen Martial Arts & Fitness	3/27/2025	537.00
10484	KUMO001--Kumon Center of Calabasas - West	3/27/2025	180.00
10485	OXFO000--Oxford Consulting Services Inc	3/27/2025	14,836.06
10486	RANC000--Rancho Simi Rec. & Park Distr.	3/27/2025	660.00
10487	SPEC000--Specialized Therapy Services	3/27/2025	3,733.95
10488	STRO000--Strongmind	3/27/2025	7,206.00
10489	TMOB000--T-Mobil Usa Inc	3/27/2025	3,726.01
10490	TIME000--Time4Learning	3/27/2025	248.00
ACH	VENT000--Ventura County Schools Self Funding Autho	3/10/2025	8,936.56
ACH	AMAZ000--Amazon Capital Services Inc	3/11/2025	1,898.03
ACH	KIWI000--Kiwico, Inc.	3/11/2025	631.20
ACH	RAIN000--Rainbow Resource Center	3/11/2025	530.27
ACH	MATH001--Mathnasium of Moorpark	3/11/2025	309.00
ACH	THED000--The Dance Company	3/11/2025	534.00
ACH	GLIT000--The Glitter Barn	3/11/2025	1,080.00
ACH	ARTO000--Art of Problem Solving	3/11/2025	109.38
ACH	LEGO000--Lego Education	3/11/2025	358.82
ACH	AMAZ000--Amazon Capital Services Inc	3/17/2025	3,981.78
ACH	BARN000--Barnabas Robotics Inc.	3/17/2025	80.72
ACH	ALTM000--Amy Altman	3/17/2025	89.81
ACH	GOOS000--Music Freqs	3/17/2025	1,390.00
ACH	BOEX000--Miranda Boe	3/17/2025	111.22
ACH	CREA001--Creative Learning Place Inc.	3/17/2025	510.00
ACH	AMER003--American Martial Arts Academy	3/17/2025	900.00
ACH	CARN000--Jacqueline Carnes	3/17/2025	381.36
ACH	MIAP000--Miaplaza, Inc.	3/17/2025	168.00
ACH	HSIE000--Irene Hsieh	3/17/2025	160.96
ACH	WUXX000--Angela Hsieh Wu	3/17/2025	74.00
ACH	WEYM000--Kelly Weymouth	3/17/2025	59.40
ACH	KIWI000--Kiwico, Inc.	3/17/2025	288.76
ACH	ESTR000--Francisca Estrada	3/17/2025	26.35
ACH	RAIN000--Rainbow Resource Center	3/17/2025	446.29
ACH	CONE001--Conejo Valley Brazilian Jiu-Jitsu Academy	3/17/2025	360.00
ACH	ELLE000--Justine Eller	3/17/2025	83.76
ACH	EMHS000--EMH Sports USA, INC.	3/17/2025	51.38
ACH	RUIZ000--Jennifer Ruiz	3/17/2025	366.71
ACH	MELS000--Mel Science U S LLC	3/17/2025	328.39
ACH	JONE000--Kids in the Kitchen Cooking	3/17/2025	299.00
ACH	LEGO000--Lego Education	3/17/2025	361.30
ACH	AMAZ000--Amazon Capital Services Inc	3/20/2025	3,497.75
ACH	KIWI000--Kiwico, Inc.	3/20/2025	677.83
ACH	WHIT000--Jennifer White	3/20/2025	210.69
ACH	CIOL000--Sabrina Ciolino	3/20/2025	143.02
ACH	MRSM000--Mrs. Miller's Reading Nook	3/20/2025	120.00
ACH	ARTO000--Art of Problem Solving	3/20/2025	514.70
ACH	HOLA000--Hola Amigo, LLC	3/20/2025	163.34
ACH	AMAZ000--Amazon Capital Services Inc	3/25/2025	2,767.74
ACH	VALD000--Josh Valdivia	3/27/2025	228.05
ACH	IMAG000--Imagine Learning LLC	3/27/2025	3,168.00
ACH	STEM000--Stemon USA	3/27/2025	600.00
ACH	SCHO003--School Of Caroline	3/27/2025	222.00
ACH	HARB000--Harbor and Sprout	3/27/2025	232.75
ACH	PATT000--Ole Tutoring	3/27/2025	750.00
ACH	AVDA000--AV Dance Studio Inc	3/27/2025	260.00
ACH	UNUM000--UNUM GROUP	3/3/2025	189.21
ACH	UNUM000--UNUM GROUP	3/3/2025	220.89
ACH	UNUM000--UNUM GROUP	3/3/2025	284.63
ACH	UNUM000--UNUM GROUP	3/3/2025	639.12
ACH	UNUM000--UNUM GROUP	3/3/2025	1,215.93
ACH	UNUM000--UNUM GROUP	3/4/2025	50.00
ACH	UNUM000--UNUM GROUP	3/4/2025	50.00

**Peak Prep Pleasant Valley****Check Register**

For the period ended March 31, 2025

Check Number	Vendor name	Check Date	Check Amount
ACH	UNUM000--UNUM GROUP	3/4/2025	125.63
ACH	UNUM000--UNUM GROUP	3/5/2025	33.69
ACH	INOV000--Inova	3/7/2025	39,014.82
ACH	INOV000--Inova	3/7/2025	169,103.19
ACH	UNUM000--UNUM GROUP	3/10/2025	122.84
ACH	UNUM000--UNUM GROUP	3/11/2025	50.00
ACH	UNUM000--UNUM GROUP	3/12/2025	43.07
ACH	HUMA000--HUMANA, INC.	3/12/2025	9,525.06
ACH	VENT004--Ventura County Office of Education	3/12/2025	149,068.19
ACH	UNUM000--UNUM GROUP	3/14/2025	25.00
ACH	BANC000--Banc of California	3/17/2025	50.00
ACH	UNUM000--UNUM GROUP	3/18/2025	31.64
ACH	UNUM000--UNUM GROUP	3/19/2025	38.37
ACH	UNUM000--UNUM GROUP	3/20/2025	239.00
ACH	UNUM000--UNUM GROUP	3/21/2025	54.49
ACH	UNUM000--UNUM GROUP	3/24/2025	80.00
ACH	INOV000--Inova	3/24/2025	45,764.23
ACH	ANTH000--Anthem Blue Cross	3/24/2025	90,242.07
ACH	INOV000--Inova	3/24/2025	186,728.01
ACH	UNUM000--UNUM GROUP	3/25/2025	36.66
ACH	BANC000--Banc of California	3/25/2025	20.00
ACH	BANC000--Banc of California	3/25/2025	20.00
ACH	UNUM000--UNUM GROUP	3/26/2025	59.90
ACH	UNUM000--UNUM GROUP	3/28/2025	104.78
ACH	UNUM000--UNUM GROUP	3/31/2025	274.86

**Total Disbursements Issued in March** \$ 1,104,130.70

# Peak Prep Pleasant Valley

List of Purchase Orders

Dated 03/01/2025 - 03/31/2025

Status	(All)
Row Labels	Sum of Line Cost
<b>1 Art - Megapixels School of the Arts</b>	<b>\$ 700.00</b>
2624	\$ 350.00
2625	\$ 350.00
<b>A Thousand Mornings Forest School</b>	<b>\$ 500.00</b>
2741	\$ 500.00
<b>Amazon (Business Office Use Only)</b>	<b>\$ 451.29</b>
2643	\$ 67.83
2681	\$ 383.46
<b>Amazon Business USA (PunchOut)</b>	<b>\$ 13,055.01</b>
2424	\$ 26.08
2425	\$ 12.99
2426	\$ 237.69
2444	\$ 123.94
2445	\$ 33.54
2446	\$ 371.16
2447	\$ 49.99
2452	\$ 465.86
2453	\$ 240.70
2463	\$ 101.12
2466	\$ 774.24
2467	\$ 85.59
2468	\$ 45.75
2469	\$ 95.89
2470	\$ 441.81
2471	\$ 13.99
2472	\$ 35.38
2473	\$ 27.24
2474	\$ 6.47
2475	\$ 199.73
2496	\$ 317.81
2497	\$ 199.99
2498	\$ 217.49
2499	\$ 15.73
2500	\$ 34.52
2503	\$ 19.99
2512	\$ 150.69
2535	\$ 60.97
2536	\$ 13.72
2537	\$ 37.41
2538	\$ 222.96
2539	\$ 7.14
2540	\$ 86.46
2541	\$ 95.73
2542	\$ 36.96
2564	\$ 89.97
2565	\$ 185.66

2578	\$	153.06
2583	\$	74.58
2584	\$	216.29
2585	\$	104.49
2586	\$	148.18
2587	\$	145.63
2588	\$	239.35
2589	\$	95.71
2591	\$	48.88
2592	\$	72.01
2593	\$	20.80
2595	\$	191.70
2610	\$	13.99
2611	\$	26.95
2612	\$	382.97
2613	\$	12.34
2614	\$	36.97
2615	\$	89.67
2616	\$	56.51
2622	\$	595.01
2631	\$	13.99
2633	\$	105.91
2634	\$	92.96
2635	\$	29.55
2636	\$	13.99
2637	\$	13.99
2638	\$	11.90
2644	\$	29.99
2649	\$	177.94
2659	\$	91.14
2664	\$	124.34
2667	\$	34.99
2668	\$	55.55
2669	\$	156.81
2670	\$	87.06
2671	\$	256.56
2692	\$	27.02
2693	\$	8.77
2694	\$	104.37
2695	\$	198.48
2696	\$	125.90
2697	\$	10.86
2698	\$	138.53
2699	\$	195.07
2700	\$	77.27
2701	\$	77.27
2702	\$	77.27
2703	\$	77.27
2704	\$	77.27
2705	\$	77.27
2706	\$	77.27
2707	\$	77.27
2708	\$	77.27
2709	\$	77.27



2710	\$	77.27
2711	\$	77.27
2712	\$	13.99
2713	\$	13.99
2714	\$	77.27
2715	\$	77.27
2716	\$	77.27
2717	\$	77.27
2718	\$	77.27
2719	\$	77.27
2720	\$	77.27
2721	\$	77.27
2722	\$	12.67
2724	\$	87.76
2725	\$	72.01
2726	\$	24.99
2727	\$	24.99
2728	\$	49.71
2729	\$	188.85
2730	\$	13.99
2731	\$	6.65
2732	\$	96.77
2733	\$	42.11
2734	\$	169.44
2735	\$	287.02
2736	\$	249.73
2737	\$	141.82
<b>American Martial Arts Academy</b>	<b>\$</b>	<b>2,650.00</b>
2544	\$	600.00
2545	\$	600.00
2546	\$	600.00
2742	\$	550.00
2743	\$	300.00
<b>Angela Shwam</b>	<b>\$</b>	<b>3,500.00</b>
2648	\$	3,500.00
<b>Apple Inc.</b>	<b>\$</b>	<b>1,000.00</b>
2534	\$	1,000.00
<b>Aracent Healthcare, LLC</b>	<b>\$</b>	<b>215.97</b>
2653	\$	215.97
<b>Art of Problem Solving</b>	<b>\$</b>	<b>465.64</b>
2479	\$	167.00
2690	\$	119.08
2691	\$	179.56
<b>Athletes Academy, LLC</b>	<b>\$</b>	<b>1,500.00</b>
2567	\$	1,500.00
<b>Bdjtech</b>	<b>\$</b>	<b>320,335.00</b>
2632	\$	320,335.00
<b>Beautiful Feet Books</b>	<b>\$</b>	<b>859.84</b>
2552	\$	111.65
2553	\$	748.19
<b>BookShark</b>	<b>\$</b>	<b>328.30</b>
2451	\$	259.83
2508	\$	68.47
<b>Breathe For Change, Inc.</b>	<b>\$</b>	<b>1,099.00</b>

2462	\$	1,099.00
<b>Bright Thinker, Inc.</b>	<b>\$</b>	<b>896.34</b>
2630	\$	478.00
2645	\$	295.00
2646	\$	123.34
<b>Brooks Morris</b>	<b>\$</b>	<b>1,050.00</b>
2502	\$	1,050.00
<b>Children's Music Academy</b>	<b>\$</b>	<b>180.00</b>
2617	\$	180.00
<b>Conejo Rec. &amp; Park District</b>	<b>\$</b>	<b>654.00</b>
2576	\$	200.00
2640	\$	176.00
2641	\$	176.00
2672	\$	102.00
<b>Cooking with Chef Steph</b>	<b>\$</b>	<b>360.00</b>
2457	\$	180.00
2458	\$	180.00
<b>Crunchlabs LLC</b>	<b>\$</b>	<b>98.38</b>
2501	\$	98.38
<b>Discovery Cube OC</b>	<b>\$</b>	<b>44.00</b>
2507	\$	44.00
<b>Discovery Cube of Los Angeles</b>	<b>\$</b>	<b>37.00</b>
2571	\$	37.00
<b>Document Tracking Service LLC</b>	<b>\$</b>	<b>242.81</b>
2642	\$	242.81
<b>Eagles Soccer Club</b>	<b>\$</b>	<b>700.00</b>
2590	\$	350.00
2657	\$	350.00
<b>East LA Jiu Jitsu</b>	<b>\$</b>	<b>507.00</b>
2674	\$	507.00
<b>Enlightened Learning, LLC</b>	<b>\$</b>	<b>908.00</b>
2677	\$	398.00
2738	\$	510.00
<b>Essentials in Writing</b>	<b>\$</b>	<b>137.15</b>
2566	\$	137.15
<b>Frog Creek Adventure School</b>	<b>\$</b>	<b>2,856.51</b>
2650	\$	2,856.51
<b>Guest Hollow</b>	<b>\$</b>	<b>89.70</b>
2433	\$	56.70
2434	\$	33.00
<b>Harbor and Sprout</b>	<b>\$</b>	<b>232.75</b>
2505	\$	232.75
<b>History Unboxed LLC</b>	<b>\$</b>	<b>153.94</b>
2660	\$	153.94
<b>Hola Amigo, LLC</b>	<b>\$</b>	<b>676.26</b>
2513	\$	163.33
2551	\$	186.27
2686	\$	163.33
2740	\$	163.33
<b>Home Science Tools</b>	<b>\$</b>	<b>35.21</b>
2577	\$	35.21
<b>HuckleBerry Center for Creative Learning LLC</b>	<b>\$</b>	<b>403.24</b>
2626	\$	178.48
2627	\$	224.76

<b>Imagine Learning LLC</b>	<b>\$</b>	<b>3,168.00</b>
2629	\$	3,168.00
<b>Institute for Excellence in Writing, LLC</b>	<b>\$</b>	<b>289.58</b>
2455	\$	64.36
2456	\$	225.22
<b>Kaizen Martial Arts &amp; Fitness</b>	<b>\$</b>	<b>360.00</b>
2673	\$	360.00
<b>Kidspace Children's Museum</b>	<b>\$</b>	<b>31.00</b>
2435	\$	31.00
<b>Kiwico, Inc.</b>	<b>\$</b>	<b>724.20</b>
2481	\$	239.48
2504	\$	88.70
2549	\$	72.88
2550	\$	62.52
2608	\$	260.62
<b>Kumon Math &amp; Reading Center of Burbank-West</b>	<b>\$</b>	<b>1,200.00</b>
2438	\$	1,200.00
<b>Kumon Math &amp; Reading Center of Calabasas-West</b>	<b>\$</b>	<b>360.00</b>
2651	\$	360.00
<b>Kumon Math &amp; Reading Center of Thousand Oaks-North</b>	<b>\$</b>	<b>400.00</b>
2666	\$	200.00
2745	\$	200.00
<b>Lakeshore Learning (PunchOut)</b>	<b>\$</b>	<b>445.29</b>
2486	\$	16.99
2547	\$	181.41
2639	\$	246.89
<b>Leanne Patterson</b>	<b>\$</b>	<b>500.00</b>
2582	\$	500.00
<b>Learning Without Tears</b>	<b>\$</b>	<b>74.53</b>
2688	\$	45.45
2689	\$	29.08
<b>Lego Education</b>	<b>\$</b>	<b>188.29</b>
2572	\$	188.29
<b>Lewis Music Academy</b>	<b>\$</b>	<b>150.25</b>
2459	\$	150.25
<b>Logic of English Inc</b>	<b>\$</b>	<b>489.64</b>
2683	\$	244.07
2684	\$	245.57
<b>Los Angeles Zoo</b>	<b>\$</b>	<b>8.00</b>
2494	\$	8.00
<b>Majestic Gymnastics</b>	<b>\$</b>	<b>273.00</b>
2454	\$	273.00
<b>Mathnasium of Camarillo, Ventura, Newbury Park, Simi Valley, Pacific Palisades</b>	<b>\$</b>	<b>798.00</b>
2460	\$	798.00
<b>Mathnasium of Moorpark</b>	<b>\$</b>	<b>927.00</b>
2723	\$	927.00
<b>Mays Method Inclusion Center For Education</b>	<b>\$</b>	<b>750.00</b>
2675	\$	750.00
<b>Mel Science U S LLC</b>	<b>\$</b>	<b>1,243.49</b>
2506	\$	260.57
2619	\$	327.64
2620	\$	327.64
2621	\$	327.64
<b>Memoria Press</b>	<b>\$</b>	<b>337.98</b>

2489	\$	18.61
2490	\$	18.61
2491	\$	97.90
2685	\$	202.86
<b>Mi Destino Spanish Lessons</b>	<b>\$</b>	<b>440.00</b>
2647	\$	440.00
<b>Morumbi Jiu Jitsu and Fitness Academy</b>	<b>\$</b>	<b>1,500.00</b>
2449	\$	750.00
2450	\$	750.00
<b>Museum of Latin American Art (MOLAA)</b>	<b>\$</b>	<b>9.00</b>
2600	\$	9.00
<b>Music Freqs</b>	<b>\$</b>	<b>571.74</b>
2436	\$	571.74
<b>Outschool, Inc.</b>	<b>\$</b>	<b>510.00</b>
2431	\$	510.00
<b>PaperPie Learning</b>	<b>\$</b>	<b>371.86</b>
2602	\$	207.63
2655	\$	164.23
<b>Presley May Farms LLC</b>	<b>\$</b>	<b>2,017.57</b>
2461	\$	230.00
2487	\$	110.00
2543	\$	150.00
2596	\$	30.00
2623	\$	300.00
2654	\$	537.57
2744	\$	660.00
<b>Rainbow Resource Center</b>	<b>\$</b>	<b>729.29</b>
2429	\$	511.81
2480	\$	106.02
2581	\$	111.46
<b>Rancho Simi Rec. &amp; Park Distr.</b>	<b>\$</b>	<b>428.00</b>
2432	\$	415.00
2575	\$	13.00
<b>Rock Tree Sky</b>	<b>\$</b>	<b>2,900.00</b>
2556	\$	1,740.00
2597	\$	1,160.00
<b>Ronald Reagan Presidential Library &amp; Museum</b>	<b>\$</b>	<b>52.90</b>
2495	\$	52.90
<b>Salit Conservatory of Music</b>	<b>\$</b>	<b>800.00</b>
2652	\$	800.00
<b>Santa Barbara Zoo</b>	<b>\$</b>	<b>46.00</b>
2573	\$	46.00
<b>Shakespeare Kids</b>	<b>\$</b>	<b>275.00</b>
2665	\$	275.00
<b>Singapore Math Inc.</b>	<b>\$</b>	<b>291.09</b>
2604	\$	86.64
2605	\$	45.04
2687	\$	159.41
<b>Star Dance Center</b>	<b>\$</b>	<b>237.00</b>
2492	\$	237.00
<b>Statham Academy</b>	<b>\$</b>	<b>1,810.00</b>
2427	\$	1,600.00
2599	\$	210.00
<b>Stemon USA</b>	<b>\$</b>	<b>600.00</b>

2440	\$	300.00
2441	\$	300.00
<b>Strongmind</b>	<b>\$</b>	<b>51,624.17</b>
2628	\$	51,624.17
<b>T.O. Westlake Karate Studio</b>	<b>\$</b>	<b>660.00</b>
2656	\$	660.00
<b>TaeKwonDo Plus</b>	<b>\$</b>	<b>343.00</b>
2482	\$	84.00
2483	\$	84.00
2484	\$	175.00
<b>The Bending Willow Academy</b>	<b>\$</b>	<b>2,522.54</b>
2563	\$	9.76
2568	\$	186.78
2569	\$	1,157.50
2570	\$	1,168.50
<b>The Dance Company</b>	<b>\$</b>	<b>233.00</b>
2485	\$	233.00
<b>The Glitter Barn</b>	<b>\$</b>	<b>973.68</b>
2579	\$	433.68
2580	\$	540.00
<b>The Standard DB Academy</b>	<b>\$</b>	<b>1,200.00</b>
2430	\$	240.00
2609	\$	720.00
2618	\$	240.00
<b>The Vivid Canvas Art Studio, LLC</b>	<b>\$</b>	<b>780.00</b>
2442	\$	390.00
2443	\$	390.00
<b>The Woobles</b>	<b>\$</b>	<b>142.03</b>
2428	\$	142.03
<b>Train Goat Gainz</b>	<b>\$</b>	<b>1,200.00</b>
2598	\$	1,200.00
<b>Underwood Family Farms Lp</b>	<b>\$</b>	<b>70.00</b>
2661	\$	14.00
2662	\$	28.00
2663	\$	28.00
<b>Ventura County Music Academy</b>	<b>\$</b>	<b>580.00</b>
2678	\$	420.00
2679	\$	160.00
<b>Vibe Performing Art Studios</b>	<b>\$</b>	<b>588.06</b>
2676	\$	520.00
2739	\$	68.06
<b>Victory Gymnastics</b>	<b>\$</b>	<b>173.00</b>
2594	\$	173.00
<b>Waldorfish</b>	<b>\$</b>	<b>153.00</b>
2606	\$	153.00
<b>We Craft Box, LLC</b>	<b>\$</b>	<b>111.99</b>
2607	\$	111.99
<b>Young Gates Inc.</b>	<b>\$</b>	<b>199.00</b>
2658	\$	199.00
<b>YouScience, LLC</b>	<b>\$</b>	<b>2,500.00</b>
2680	\$	2,500.00
<b>Grand Total</b>	<b>\$</b>	<b>447,283.51</b>



Peak Prep Pleasant Valley

Board Meeting Agenda—Special Board Meeting  
Thursday, March 13<sup>th</sup> 2025  
4:00pm

**Meeting Location:**

PVSD  
600 Temple Ave  
Camarillo, CA 93010  
Learning Center-Rm 24

**Remote Meeting Access via Zoom:**

*Topic: March Special Board Meeting*

*Time: Mar 13, 2025 04:00 PM Pacific Time (US and Canada)*

*Join Zoom Meeting*

*<https://peak-prep-org.zoom.us/j/89777618363?pwd=jQbb6aiPfvdjBDffMbzh5pWrn9t7uhf.1>*

**Meeting ID: 897 7761 8363**

**Passcode: 509070**

*One tap mobile*

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- *+1 305 224 1968 US*
- *+1 309 205 3325 US*
- *+1 312 626 6799 US (Chicago)*
  - *+1 646 931 3860 US*
- *+1 929 205 6099 US (New York)*
- *+1 301 715 8592 US (Washington DC)*
  - *+1 669 444 9171 US*
- *+1 669 900 6833 US (San Jose)*

- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
  - +1 360 209 5623 US
  - +1 386 347 5053 US
  - +1 507 473 4847 US
  - +1 564 217 2000 US

**Meeting ID: 897 7761 8363**

**Passcode: 509070**

*Find your local number: <https://peak-prep-org.zoom.us/j/kdin2pvNK2>*

#### MEETING AGENDA & RELATED MATERIALS

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

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## I. PRELIMINARY MATTERS

### *A. Call to Order:*

Meeting was called to order by Board Director at: \_\_\_\_ 4:10pm \_\_\_\_

### *B. Roll Call*

Board Member	Present	Absent
Patty Lerner	x	
Bob Rust	x	
Carol Bjordahl	x	

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

Roll Call Vote:

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



## **II. PUBLIC COMMENT**

The public may comment on any item that is on the agenda or any other item that is in the Board's jurisdiction through written comments submitted before the meeting or live at the meeting. No presentation shall be more than two (2) minutes. Individuals desiring to address the Board are requested to email Dr. Bishop ([Shalen.Bishop@peak-prep.org](mailto:Shalen.Bishop@peak-prep.org)) prior to the start of the meeting, or otherwise by lining up at the designated spot for public comment designated by the Board at the time public comment is opened. Board members are prohibited from responding to or commenting on matters raised by the public that are not on the agenda. (Gov. Code § 54954.2(a))

Public comments may also be presented live through our Zoom Meeting link to the meeting:

<https://peak-prep-org.zoom.us/j/89777618363?pwd=jQbb6aiPfvxBDffMbzh5pWrn9t7uhf.1>

(Same Zoom Meeting 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 Director of Finance recommends that the Board of Directors approve the revenue and expenditures as listed on Jan 1st, 2025 through Jan 31st, 2024, Financial Statements.*

**2. *Approval of Board Report of Commercial Checks***  
*The Director of Finance recommends that the Board of Directors approve the commercial payments as listed on Jan 1st, 2025 through Jan 31st, 2024 Board Report of Checks.*

**3. *Approval of Board Report of Purchase Orders***  
*The Director of Finance recommends that the*

*Board of Directors approve the purchase orders as listed  
Jan 1st, 2025 through Jan 31st, 2024, Board Reports.*

**4. Approve Minutes from 9/10/2024 & 2/6/2025 Board Meeting**

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

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

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

**C) The Board shall review, discuss, and consider approving the shared employee agreement with River Oaks Charter School.** The employee shared agreement is to provide employee opportunities for our similar schools (Student Information System, Independent Study, Learning Management, etc) to share and maintain high quality hires when a full-time employee may not be needed (Human Resource Director, additional School Psychologist, etc). This agreement has been approved through legal.

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

**D) The Board shall review, discuss and consider approving Track A and Track B 2025-2026 School Calendars.** These are the proposed school year calendars for the 2025-2026 school year. We will begin with Track A, July 8<sup>th</sup>, 2025. Both calendars are on one document.

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

***E) The Board shall review, discuss, and consider approving the 2025-2026 Classified Holiday Calendar.*** This holiday calendar is for our 11 & 12-month classified employees.

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

***F) The board shall review, discuss and consider approving the updated 2023-2024 Funding Arts and Music Funding Grant Report .*** This is an updated report on how we have spent our Prop 28 Music & Arts Grant.

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

***G) The board shall review, discuss and consider approving the Board Policy governing Student Enrollment Benefit for Employees.*** As an important benefit to recruiting high quality staff, many school districts allow employees to enroll their children in the school in which they work, irrespective of their residence within or outside of the district's boundaries. This benefit is critical to supporting the needs of working parents by providing convenience, and it also supports the school community through increased staff good will and buy-in, e.g., staff stand to be more engaged and dedicated at schools in which their own children may, do, or did attend. However, any employee student outside the serviced county areas will not be claimed for attendance that is directly related to funding.

Subject to Annual Review

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

H) **The Board will review, discuss, and consider the approval of the Scope of Work and agreement Clifton Larsen Auditors. (CLA).** Peak Prep continues to use the auditors, Clifton Larsen Auditors, who also used to serve the school district. CLA will conduct the audit and Form 990.

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

I) **The Board shall review, discuss and consider approving the Second Interim Report.** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 15 for the period ending January 31<sup>st</sup>.

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

J) **The board will review, discuss and consider approving the 2025-2026 Pleasant Valley School District (PVSD) & Peak Prep agreements/quotes for Technology Services.** Peak staff recommends continuing to use PVSD for their technology & I.T. Support. This quote is for staffing, shipping, google management, new computers, repairs, google licensing, and I.T and cybersecurity support and web filtering. This helps with continued streamline and best practices with PVSD.

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

K) *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			x			
Bob Rust	x		x			
Carol Bjordahl		x	x			

***Board Members Remarks and Announcements***

***V. ADJOURNMENT***

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

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

Adjourned at \_\_5:09pm\_\_



Peak Prep Pleasant Valley  
Board Meeting Agenda—**Regular Board Meeting**  
Thursday, April 3rd 2025  
4:00pm

Peak Prep Pleasant Valley  
Local Control & Accountability Plan  
**Public Hearing**

**Meeting Location:**  
PVSD  
600 Temple Ave  
Camarillo, CA 93010  
Peak Learning Center-Rm 24

***Remote Meeting Access via Zoom:***

*Topic: April Board Meeting & Public Hearing*  
*Time: Apr 3, 2025 04:00 PM Pacific Time (US and Canada)*

*Join Zoom Meeting*  
*[https://peak-prep-](https://peak-prep-org.zoom.us/j/81498369625?pwd=5IYjBsS9JorxWCzWLlVOebfuxtw2Vh.1)*  
*[org.zoom.us/j/81498369625?pwd=5IYjBsS9JorxWCzWLlVOebfuxtw2Vh.1](https://peak-prep-org.zoom.us/j/81498369625?pwd=5IYjBsS9JorxWCzWLlVOebfuxtw2Vh.1)*

***Meeting ID: 814 9836 9625***  
***Passcode: 710832***

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*+19292056099,,81498369625#,,,,\*710832# US (New York)*  
*+13017158592,,81498369625#,,,,\*710832# US (Washington DC)*

*Dial by your location*  
• *+1 929 205 6099 US (New York)*  
• *+1 301 715 8592 US (Washington DC)*  
• *+1 305 224 1968 US*  
• *+1 309 205 3325 US*  
• *+1 312 626 6799 US (Chicago)*

- +1 646 931 3860 US
- +1 689 278 1000 US
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
  - +1 360 209 5623 US
  - +1 386 347 5053 US
  - +1 507 473 4847 US
  - +1 564 217 2000 US
  - +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)

**Meeting ID: 814 9836 9625**  
**Passcode: 710832**

*Find your local number: <https://peak-prep-org.zoom.us/j/komD4Ko0z>*

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### I. PRELIMINARY MATTERS

#### *A. Call to Order:*

Meeting was called to order by Board Director at: \_\_4:00\_\_pm\_\_\_\_\_

#### *B. Roll Call*

Board Member	Present	Absent
Patty Lerner	x	
Bob Rust	x	
Carol Bjordahl	x	

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

Roll Call Vote:

Board Member	Motion to Move	Second	Yes	No	Abstain	Absent
Patty Lerner			x			



Bob Rust	x		x			
Carol Bjordahl		x	x			

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

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## **III. Public Hearing—Local Control and Accountability Plan (LCAP)**

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

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

Closed: 4:20.

## **IV. Information, Discussion, and Action items**

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

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**1. Approval of Financial Statement.** *The Director of Finance recommends that the Board of Directors approve the revenue and expenditures as listed on Feb 1st, 2025 through Feb 28th, 2025, Financial Statements.*

**2. Approval of Board Report of Commercial Checks**  
*The Director of Finance recommends that the Board of Directors approve the commercial payments as listed on Feb 1st, 2025 through Feb 28th, 2025 Board Report of Checks.*

**3. Approval of Board Report of Purchase Orders**  
*The Director of Finance recommends that the Board of Directors approve the purchase orders as listed Feb 1st, 2025 through Feb 28th, 2025 Board Reports.*

**4. Approve Minutes from 5/13/2025 Board Meeting**

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

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

- a. Highlights
- b. Programs/Academic Resources updates, if any.
- c. Upcoming Compliance Dates
- d. Leadership Reports: Elementary, Secondary, Homeschool, EL/Intervention

**C) The Board shall review, discuss, and consider adopting the recommended Reading Screener for Peak Prep.** An LEA must adopt one of the screening instruments from the approved list adopted by the Reading Difficulties Risk Screener Selection Panel on or before June 30<sup>th</sup>, 2025. The legislation requiring the screening of pupils for risk of reading difficulties includes findings and declarations that speak to the purpose of the screening for risk of reading difficulties. Specifically,

- Screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can use to gain information about how to support pupils' learning.

- Early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading difficulties, including dyslexia.
- By screening all pupils for risk of reading difficulties early, California can help families and teachers achieve the best learning and life outcomes for all pupils and close academic achievement gaps. *Education Code Section (EC) 53008(a)(1)(2)*
- Recommendation: Mclass/Amplify

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

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

#### ***VI. ADJOURNMENT***

MOTION FOR ADJOURNMENT Motion to Adjourn

Roll Call Vote:

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

Adjourned at \_\_5:05pm.

# 2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Peak Prep Pleasant Valley
CDS Code:	56 72553 0139592
LEA Contact Information:	Name: Dr. Shalen Bishop Position: Executive Director Email: shalen.bishop@peak-prep.org Phone: 805-222-0025
Coming School Year:	2025-26
Current School Year:	2024-25

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$13709783
LCFF Supplemental & Concentration Grants	\$2823323
All Other State Funds	\$1412490
All Local Funds	\$0
All federal funds	\$257298
Total Projected Revenue	\$15,379,571

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$15532884
Total Budgeted Expenditures in the LCAP	\$2930917
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2913058
Expenditures not in the LCAP	\$12,601,967

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1413936
Actual Expenditures for High Needs Students in LCAP	\$2227621.62

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$89,735
2024-25 Difference in Budgeted and Actual Expenditures	\$813,685.62

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.</b>	This was mainly due to an increase of enrollment. We doubled in enrollment and; therefore, increased services were needed including staffing increases.

## LCFF Budget Overview for Parents

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

CDS Code: 56 72553 0139592

School Year: 2025-26

LEA contact information:

Dr. Shalen Bishop

Executive Director

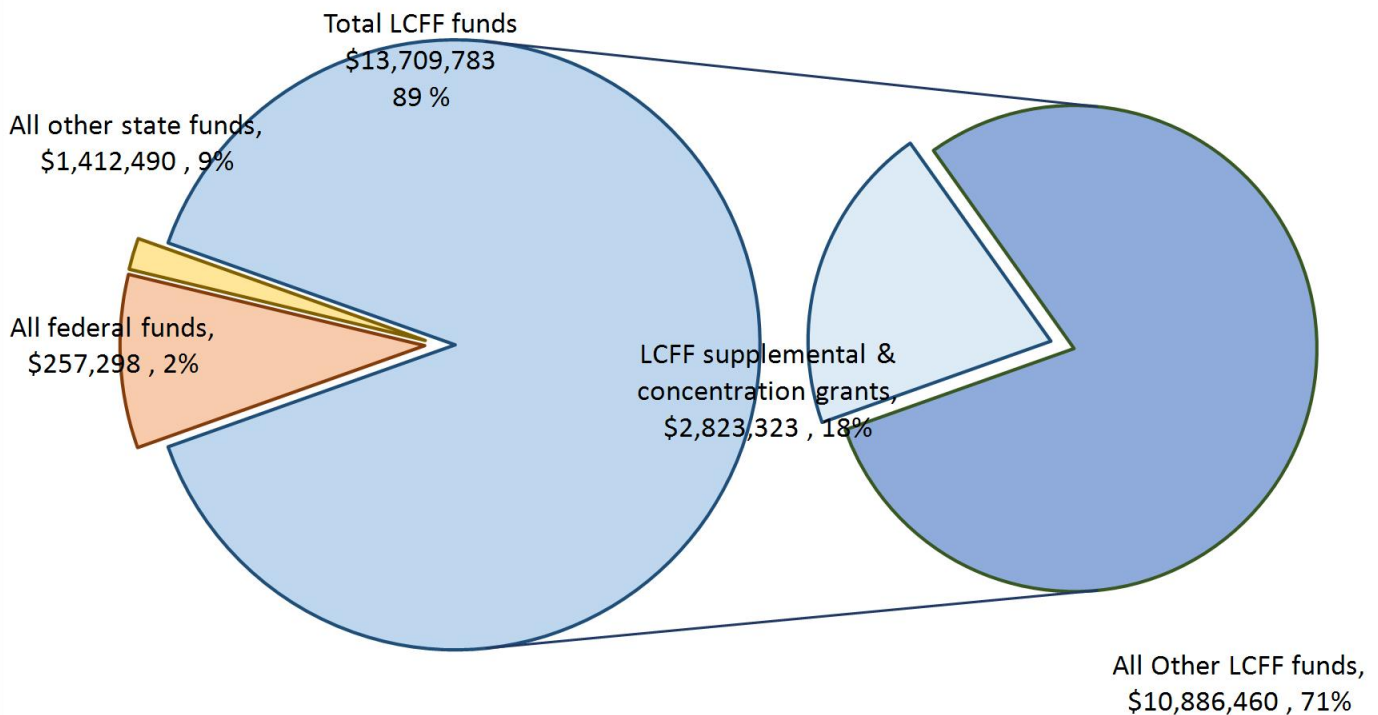
shalen.bishop@peak-prep.org

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 2025-26 School Year

#### Projected Revenue by Fund Source

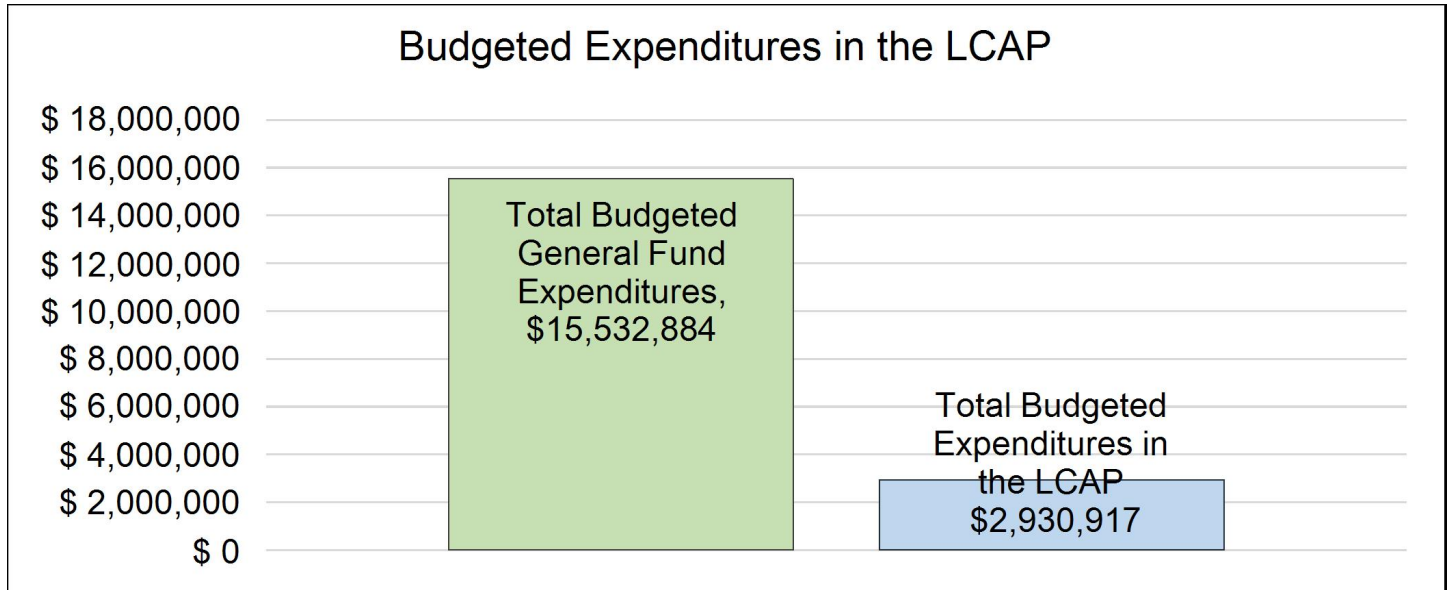


This chart shows the total general purpose revenue Peak Prep Pleasant Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak Prep Pleasant Valley is \$15,379,571, of which \$13,709,783 is Local Control Funding Formula (LCFF), \$141,249 is other state funds, \$0 is local funds, and \$257,298 is federal funds. Of the \$13,709,783 in LCFF Funds, \$2,823,323 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 2025-26. 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 \$15,532,884 for the 2025-26 school year. Of that amount, \$2,930,917 is tied to actions/services in the LCAP and \$12,601,967 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 2025-26 School Year

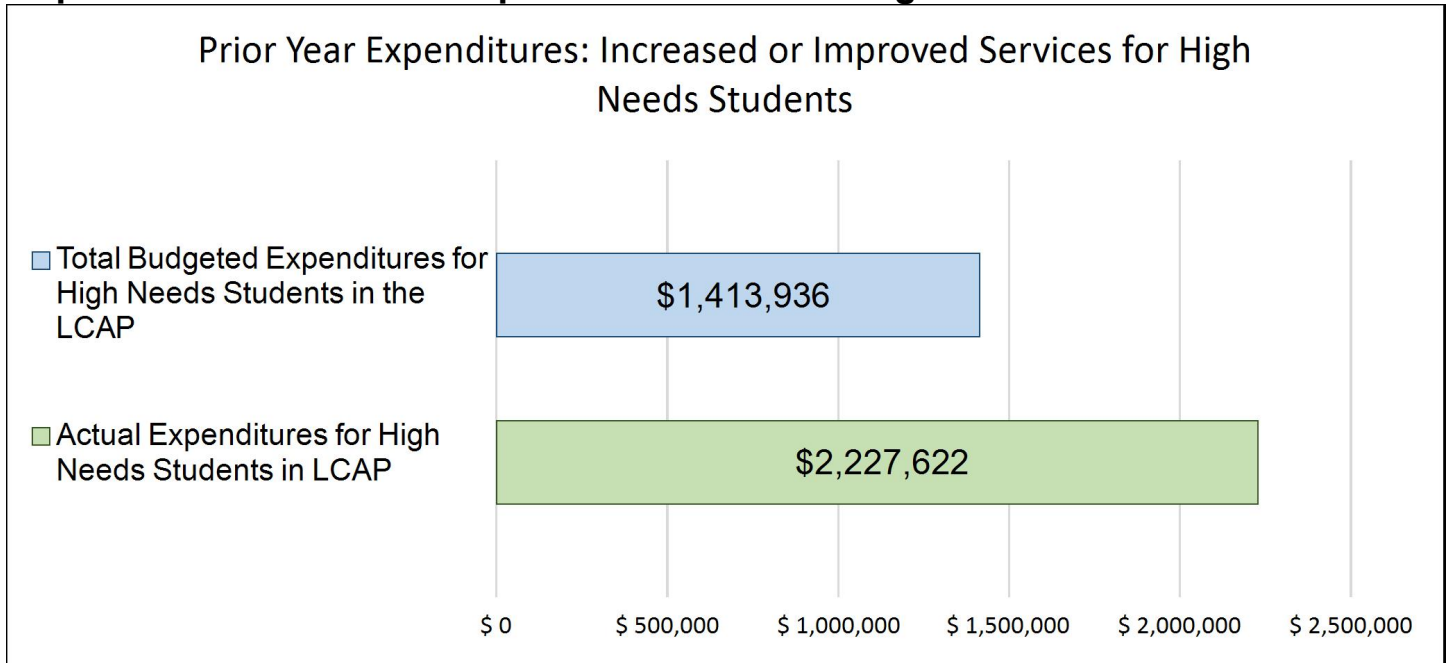
In 2025-26, Peak Prep Pleasant Valley is projecting it will receive \$28,233,233 based on the enrollment of foster youth, English learner, and low-income students. Peak Prep Pleasant Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Peak Prep Pleasant Valley plans to spend \$2,913,058 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 2024-25



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 2024-25, Peak Prep Pleasant Valley's LCAP budgeted \$1413936 for planned actions to increase or improve services for high needs students. Peak Prep Pleasant Valley actually spent \$2227621.62 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$813,685.62 had the following impact on Peak Prep Pleasant Valley's ability to increase or improve services for high needs students:

This was mainly due to an increase of enrollment. We doubled in enrollment and; therefore, increased services were needed including staffing increases.

## LCFF Budget Overview for Parents

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

CDS Code: 56 72553 0139592

School Year: 2025-26

LEA contact information:

Dr. Shalen Bishop

Executive Director

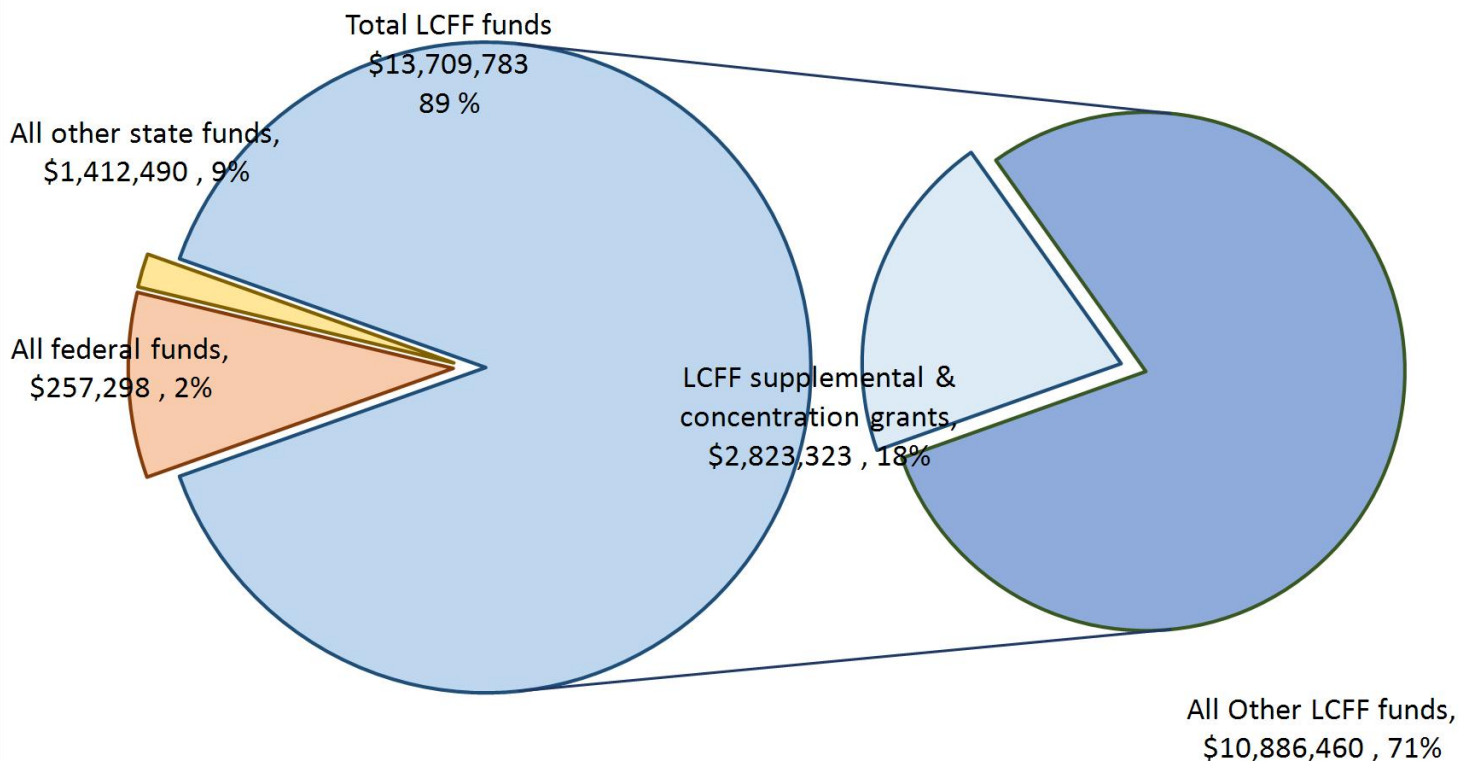
shalen.bishop@peak-prep.org

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 2025-26 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.

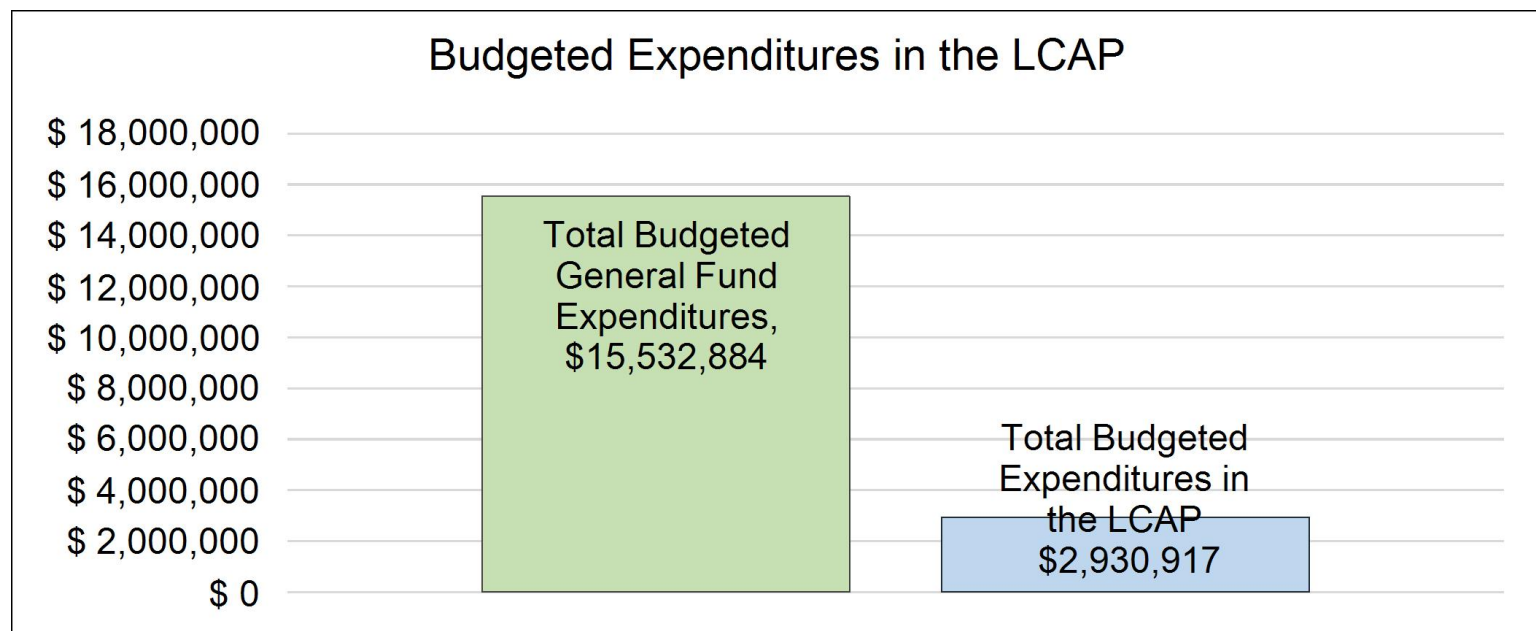
The text description for the above chart is as follows: The total revenue projected for Peak Prep Pleasant Valley is \$15,379,571, of which \$13709783 is Local Control Funding Formula (LCFF), \$1412490 is other state funds, \$0 is local funds, and \$257298 is federal funds. Of the \$13709783 in LCFF Funds, \$2823323 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 2025-26. 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 \$15532884 for the 2025-26 school year. Of that amount, \$2930917 is tied to actions/services in the LCAP and \$12,601,967 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

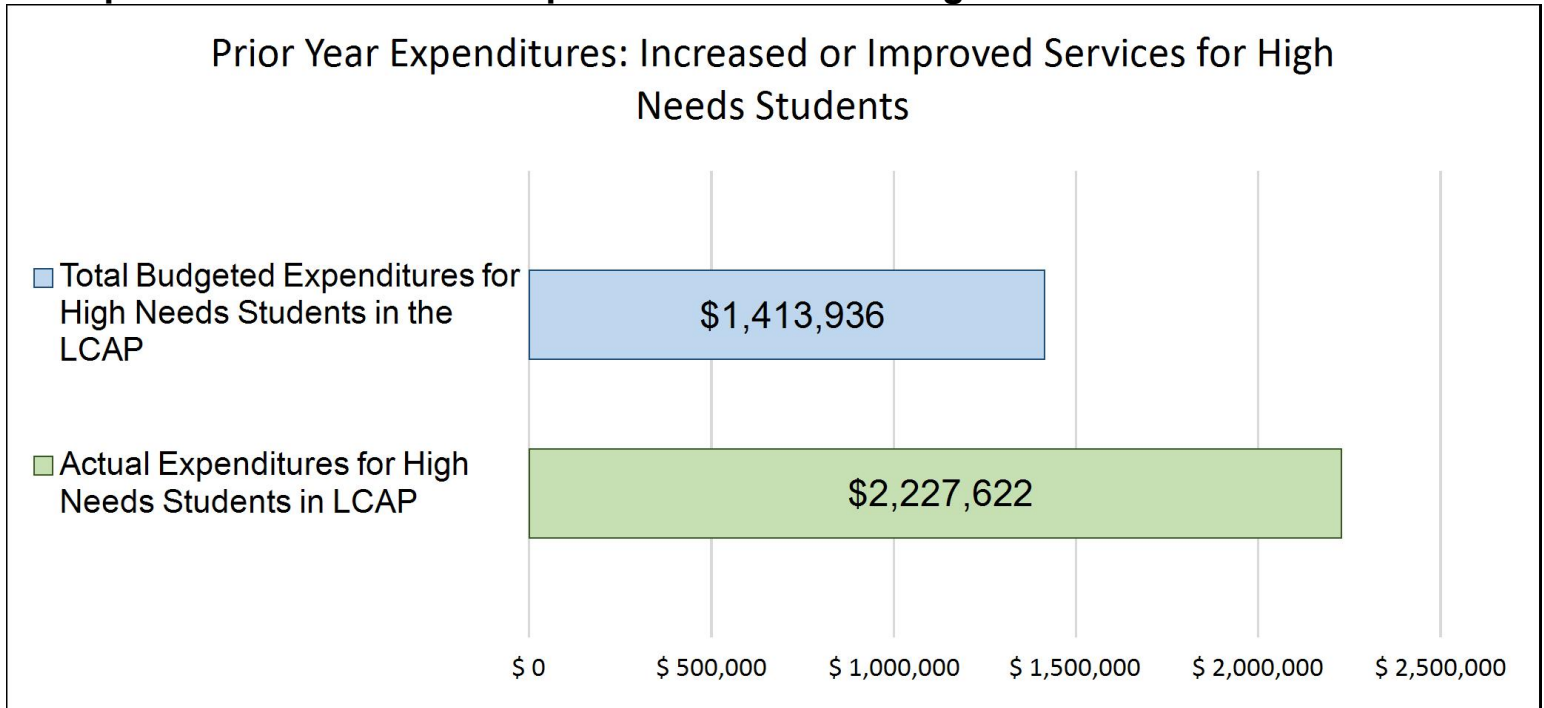
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Peak Prep Pleasant Valley is projecting it will receive \$2823323 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 \$2913058 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 2024-25



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 2024-25, Peak Prep Pleasant Valley's LCAP budgeted \$1413936 for planned actions to increase or improve services for high needs students. Peak Prep Pleasant Valley actually spent \$2227621.62 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$813,685.62 had the following impact on Peak Prep Pleasant Valley's ability to increase or improve services for high needs students:

This was mainly due to an increase of enrollment. We doubled in enrollment and; therefore, increased services were needed including staffing increases.

# 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 [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Peak Prep is a non-classroom-based school that serves its students in an Independent Study policy. As of Feb 2025, we have an enrollment of 860 students, which includes 77% socioeconomically disadvantaged, 7.4% English Learners (increased), 0.7% Foster Youth (increased), and 14% students with disabilities (increased).

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

Peak Prep Pleasant Valley had to readjust the 24-25 budget for the increased enrollment and has planned its budget for the 2025-2026 school year to accommodate growth, funding avenues, and the ability to support all students.

Peak Prep Pleasant Valley strives to increase its 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.



#### Successes on Dashboard:

1) We have been placed in Middle Performing.

2) We showed a decline in Chronic absenteeism from 10.8% down to 6.9%--this brought us to Green (about 4% improvement). (One subgroup, African American, landed in orange for 2023 but is now GREEN for the 2024.)

3) Our suspensions remained 0%

4) The Graduation Rate went from 94% to 93.8%. This kept us in the green. We graduate 100% of seniors, but there were a couple of students on the dropout list.

5) We Met Local Standards.

6) Lastly, we went from 50% in CCR to 65.6% in CCR.

#### 2023 Lowest Performing Student Groups:

Local Data has shown an increase in academics for students who have been with us for more than 1 year.

For the 2023 Dashboard to the 2024 Dashboard, our orange status in Chronic Absenteeism went from Orange to Green for the 2024.

#### Success on local data

1) We had a 92% pass rate for CTE and a 94% pass rate for Dual Enrollment. With 214 students enrolled in CTE.

#### Challenges on Dashboard Data:

1) We showed a slight improvement in math. (81.9 to 80.4%). However, this is still really low, and we are leaning into this.

2) We showed a decline in ELA from 21.2% to 35.7% points (which brought us to an orange status)

#### 2024 Lowest Performing Student Groups:

The LCAP includes required actions to address the need for improvement related to ELA, Math, and Chronic Absenteeism rates of on the 2024 Dashboard.

Chronic Absenteeism -1 orange (White) --Actions: 2.1, 4.1, 4.5

English Language Arts--2 orange (Hispanics and lower socio-economic)--Actions: 2.3, 2.4, 2.6

Math--1 orange (hispanic)--Actions: 2.3, 2.4, 2.6

Peak does NOT use Equity Multiplier Funding

Learning Recovery and Emergency Block Grant  
Peak does NOT have any unexpended LREBG Funding.

## 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.

Not Applicable: Peak is not eligible for CSI.

Peak has seen tremendous growth in graduation rates over the past five years. We are pleased to say we have been removed from the CSI list for graduation rates.

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 continue to utilize the LCAP/SPSA processes for the 2025–26 school year to maintain a strong gain.

### ***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--we are no longer on the CSI list.

# 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
------------------------	------------------------

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

During the 2024-2025 school year, Peak engaged its educational partners through annual surveys, emails, meetings, and phone calls (Peak does not have a bargaining unit).

\*Peak does not use Equity Multiplier funds.

\*Peak does not have any unexpended LREBG funding.

Educational Partner Engagement included:

- 1) Parent Advisory Committee Meetings (presentation & feedback)--March 2025
- 2) Ventura County SELPA Consultation, March 28th, 2025
- 3) Annual Survey to families sent via ParentSquare.
- 4) Reached out to Foster Youth and EL families individually and asked for feedback.
- 6) Staff LCAP Participation Meeting-Jan 2025
- 7) Public Hearing-April 3rd, 2025
- 8) VCOE-- April 25th, 2025
- 8) Board Adoption--Thursday, May 1st, 2025

Influenced by the feedback:

SELPA

- 1) Properly identified in the LCAP. We are considering a sped tech data technical to maintain appropriate documentation and data input into Siras and needs are met.

#### Parent/Students

- 1) More Field Trips/Extra Curricular Activities
- 2) Intervention/Tutoring.

#### Staff:

- 1) Desire for more parent engagement
- 2) Desire for support with Chronic Absenteeism and tier reengagement
- 3) Desire for data support

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

- 1) Intervention and Tutoring
- 2) Family Engagement with parent nights and field trips/virtual activities.
- 3) Student services support with family engagement

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 accordance 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)

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 85% or higher	85%	At this time it is 93%, this will also be updated at the mid-year review.		4.5 overall satisfaction	8%
1.2	There will be an increase of 25% parent engagement participation	Outcome from the 23-24 school year.	This data will be updated at the mid-year review, the survey is completed at end of school year. As of last year, we saw an 50% increase. This year we doubled in enrollment so the numbers will not		50% increase in parent engagement /participation	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			be fully comparable.			

## Goal Analysis [2024-25]

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.

There are no relevant challenges to be made aware of. At this time, all parents have successfully utilized ParentSquare which has been amazing.

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.

There is no material differences.

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

This goal has been consistent and all items have been successfully implemented. The push has been to get parents to fill out survey.

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.

No Changes have been made.

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

## 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

Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	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
<b>1.3</b>	Family Events	We will provide activities, such as a cultural fair, parent/teacher conferences, etc to maintain engagement.	\$0.00	No
<b>1.4</b>	Parent Square	This is a communication tracker and provides additional communication to families to enhance the school experience.	\$3,804.00	No
<b>1.5</b>	Smores	We will provide Monthly newsletters and translations (if needed) to provide consistent and timely communication.	\$2,940.00	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	Assessment ends May 30th; there, the data will be released at Mid-Year Review		80% of students will show growth	TBD, updated at mid-year review.
2.2	EL Reclassification	Spring 2024 EL Numbers	This data will be released in summer.		80% of our EL students continuing to make progress.	TBD, updated at mid-year review.
2.3	Dashboard Status	2023 Dashboard	Chronic Absenteeism- Green Suspension Rate- Blue		Yellow or higher status in multiple categories	Math/ELA went down in color CCR, Grad Rate and Chronic went up in color



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Graduation Rate- Green ELA-Orange Math-Orange College/Career- Green			Suspension maintained Blue

Goal Analysis [2024-25]

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.

There were no substantive differences. We did add a position, explained below)

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.

Instructional Coaches went up due to an increase in needs  
Technology was a massive increase due to enrollment doubling.

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

2023 Lowest Performing Student Groups:  
Local Data has shown an increase in academics for students who have been with us for more than 1 year.  
For the 2023 Dashboard to the 2024 Dashboard, our orange status in Chronic Absenteeism went from Orange to Green for the 2024.

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.

We are adding a Polar Program Coordinator (Student Services Program Specialist) to support subgroups students that fall to orange (or red) AND to support with engaging attendance.

**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.**

## 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.	\$709,636.00	Yes
2.3	Intervention	Targeted intervention for students especially in targeted subgroups.	\$209,429.00	Yes
2.4	Homeroom Teachers will offer additional tutoring to subgroups that fell into the orange MATH CAASPP on the Dashboard.	We made Yellow Status on the Dashboard; however, there were two subgroups that fell below that yellow into orange. We want to make sure we are monitoring their progress with a goal to get those groups with everyone else and close that gap.	\$0.00	No
2.5	English Learner Intervention & Support	The program specialist and intervention teacher will be designated for EL and Intervention Support.	\$280,365.00	Yes
2.6	Gravity Assist	We utilize Gravity Assist to support additional tutoring and intervention for harder to reach students.	\$70,000.00	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.	\$281,285.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	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.	\$16,400.00	Yes
<b>2.9</b>	Technology	Technology (devices, hotspots & support).	\$312,156.00	Yes
<b>2.10</b>	Polar Program Coordinator	To provide academic and attendance re-engagement (this aligns with Goal 4 as well).		No

# 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	We increased Certification options for all pathways.		Increase course offerings by 30%	maintained
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	2 SEL Offerings		Provide 5-6 total Professional Developments	N/A
3.3	There will be a 85% pass rate of Dual Enrollment	2023-2024 passrate	94% Pass.		90% of enrolled Dual Enrollments pass with a C- or higher.	9% increase

## Goal Analysis [2024-25]

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.

With an increased enrollment we had additional students take CTE and Dual Enrollment. There were no substantive difference Peak saw beyond growth of program. Implementation and monitoring went smoothly.

We focused year one on adding certification opportunities to our existing CTE pathways.

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.

There are no material differences between the budget expenditures and Estimated Actuals.

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

Our CTE and Dual Enrollment is growing and doing well. This is due to the effectiveness of these two coordinators. SEL is increasing and we provided two staff SEL training that are implementing these newly acquired skills to students.

We had a 92% pass rate for CTE and a 94% pass rate for Dual Enrollment. With 214 students enrolled in CTE.

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.

With the increase of enrollment, we feel there is a need to add more counselors to maintain availability and focus on students' needs academically and socially.

In addition to the increase enrollment and the nature of a non classroom-based school, we have added a Polar Program Coordinator position to support the students with high chronic absenteeism and SEL support.

With the increase of CTE enrollment, we added the curriculum into this bucket as well.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Dual Enrollment Coordinator	This stipend will allow for continued supervision over this program and support students enrolled in dual enrollment	\$12,229.00	Yes
<b>3.2</b>	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
<b>3.3</b>	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
<b>3.4</b>	CTE Coordinator	This stipend will allow for continued supervision over this program and support students enrolled in CTE Courses	\$7,338.00	Yes
<b>3.5</b>	Dual Enrollment	This is designed to gain partnership with programs offering dual enrollment/College credit.	\$27,000.00	Yes
<b>3.6</b>	CTE Curriculum	We will offer curriculum and certifications to increase our CTE offerings and provide additional pathways to meet our CCR/CCI.	\$3,400.00	Yes

# 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 5: Pupil Engagement (Engagement)  
 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

## 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	This is not finalized; however, we are looking at 100% Graduation Rate		90% Graduation Rate	Higher than goal (10% growth)
4.2	95% Attendance Rate	Monthly LP Reports and P1/P2/Annual Attendance	We are averaging a 98% attendance rate		95% Attendance Rate	Higher than goal (3% above baseline)

## Goal Analysis [2024-25]

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.

Overall, many things were as expected. We did have some substantive differences due to an increase of enrollment. The challenge was that we were seeing Chronic Absenteeism; therefore, we implemented a Family Engagement Coordinator and Polar Program Coordinator to have additional support for the students who really needed that support. This was implemented second semester, and we saw an increase in engagement. We still have work to do, though on this, but we will take our wins! We still increased in overall attendance, and our graduation rate increased.

Big Success:

Our 2023 lowest performing subgroup in Chronic Absenteeism (African American-Orange) went from Orange to Green on the dashboard!

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.

There was an increase in July Stipends due to an increase of July students.

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

We served a lot of Credit Deficient Seniors over the summer; therefore, the July Stipends

Our 2023 lowest performing subgroup in Chronic Absenteeism (African American-Orange) went from Orange to Green on the dashboard!

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.

With the increase of enrollment, we feel there is a need to add more counselors to maintain availability and focus on students' needs academically and socially.

In addition to the increase enrollment and the nature of a non classroom-based school, we have added a Polar Program Coordinator position to support the students with high chronic absenteeism and SEL support.

**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.**

## Actions



Action #	Title	Description	Total Funds	Contributing
<b>4.1</b>	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
<b>4.2</b>	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.	\$80,927.00	Yes
<b>4.3</b>	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
<b>4.4</b>	Counselor Availability	Our counselors will be available for all students especially lower income, foster youth and EL.	\$502,919.00	Yes
<b>4.5</b>	Family Engagement & Polar Program Coordinator	To provide academic and attendance re-engagement	\$391,859.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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## Goal Analysis [2024-25]

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.

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.

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

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.

**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.**

Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2823323	\$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
25.934%	0.000%	\$0.00	25.934%

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><b>Action:</b> Parent Education Nights</p> <p><b>Need:</b> 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><b>Scope:</b></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		
<b>1.2</b>	<b>Action:</b> Parent Engagement Coordinator  <b>Need:</b> English Language Learners, Foster Youth and Low Income  <b>Scope:</b> LEA-wide	This brings an opportunity for a faculty member driving communication and building relationships with our families.	Parent Engagement Participation increase.
<b>2.1</b>	<b>Action:</b> Professional Development  <b>Need:</b> At-Risk, Low Income  <b>Scope:</b> LEA-wide	decrease in chronic absenteeism, improvement in academic achievement for our unduplicated.	More students in subcategories attending tutoring/intervention
<b>2.2</b>	<b>Action:</b> Instructional Coaches  <b>Need:</b> Low income, Foster Youth  <b>Scope:</b> 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.
<b>2.3</b>	<b>Action:</b> Intervention  <b>Need:</b>	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  <b>Scope:</b> Schoolwide		
<b>2.5</b>	<b>Action:</b> English Learner Intervention & Support  <b>Need:</b> This will be supporting all unduplicated.  <b>Scope:</b> 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.
<b>2.6</b>	<b>Action:</b> Gravity Assist  <b>Need:</b> Low Income  <b>Scope:</b> 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.
<b>2.7</b>	<b>Action:</b> Additional English and Math Teacher  <b>Need:</b> English Language, Foster Youth and Lower Income  <b>Scope:</b> 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
<b>2.8</b>	<b>Action:</b> Iready Diagnostics and Learning Pathways  <b>Need:</b> All  <b>Scope:</b> 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.
<b>2.9</b>	<b>Action:</b> Technology  <b>Need:</b> English Learners, Foster Youth and Low Income  <b>Scope:</b> 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.
<b>3.1</b>	<b>Action:</b> Dual Enrollment Coordinator  <b>Need:</b> We have a high population of socioeconomic disadvantage families.  <b>Scope:</b> LEA-wide Schoolwide	This will provide support to get students their CCR requirements	Through pass rate and enrollments.
<b>3.4</b>	<b>Action:</b> CTE Coordinator	This will provide support to get students their CCR requirements	Pass rates and enrollment

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
	<b>Need:</b> We have a high population of socioeconomic disadvantage families.  <b>Scope:</b> LEA-wide Schoolwide		
3.5	<b>Action:</b> Dual Enrollment  <b>Need:</b>  <b>Scope:</b> LEA-wide	This will provide support to get students their CCR Requirements and increase graduation rates.	
3.6	<b>Action:</b> CTE Curriculum  <b>Need:</b>  <b>Scope:</b> LEA-wide	This will provide support to get students their CCR Requirements and increase graduation rates.	
4.2	<b>Action:</b> July LP Track Teacher Stipends  <b>Need:</b> All Unduplicated.  <b>Scope:</b>	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
	LEA-wide		
<b>4.4</b>	<p><b>Action:</b> Counselor Availability</p> <p><b>Need:</b> Our counselors will work with academic and career counseling and supporting their academic and SEL journey at Peak.</p> <p><b>Scope:</b> LEA-wide</p>	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
<b>4.5</b>	<p><b>Action:</b> Family Engagement &amp; Polar Program Coordinator</p> <p><b>Need:</b> Lower Socio-Economic have shown to need additional support.</p> <p><b>Scope:</b> LEA-wide</p>	This will provide additional support to re-engage students and support with academic engagement and lower chronic absenteeism. Furthermore, it will support in parent engagement.	

### ***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.

N/A

**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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of 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

2025-26 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	10886460	2823323	25.934%	0.000%	25.934%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,930,917.00	\$0.00	\$0.00	\$0.00	\$2,930,917.00	\$2,463,217.00	\$467,700.00

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	Planned Percentage of Improved Services
1	1.1	Parent Education Nights	English Learners Foster Youth Low Income	Yes	School wide	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 Learners Foster Youth Low 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			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Parent Square	All	No			All Schools	2024-2027	\$0.00	\$3,804.00	\$3,804.00				\$3,804.00	
1	1.5	Smores	All	No			All Schools	2024-2027	\$0.00	\$2,940.00	\$2,940.00				\$2,940.00	
2	2.1	Professional Development	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$709,636.00	\$0.00	\$709,636.00				\$709,636.00	
2	2.3	Intervention	Low Income	Yes	School wide	Low Income	All Schools	2024-2027	\$184,429.00	\$25,000.00	\$209,429.00				\$209,429.00	
2	2.4	Homeroom Teachers will offer additional tutoring to subgroups that fell into the orange MATH CAASPP on the Dashboard.	All	No			All Schools	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	Planned Percentage of Improved Services
2	2.5	English Learner Intervention & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$280,365.00	\$0.00	\$280,365.00				\$280,365.00	
2	2.6	Gravity Assist	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
2	2.7	Additional English and Math Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$281,285.00	\$0.00	\$281,285.00				\$281,285.00	
2	2.8	Iready Diagnostics and Learning Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2024-2027	\$0.00	\$16,400.00	\$16,400.00				\$16,400.00	
2	2.9	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-20247	\$0.00	\$312,156.00	\$312,156.00				\$312,156.00	
2	2.10	Polar Program Coordinator	All	No			All Schools	2025-2027								
3	3.1	Dual Enrollment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools 11th and 12th 11th and 12th	2024-2027	\$12,229.00	\$0.00	\$12,229.00				\$12,229.00	
3	3.2	SEL Coordinator	All	No			All Schools	2024-2027	\$6,115.00	\$0.00	\$6,115.00				\$6,115.00	
3	3.3	Professional Development	All	No			All Schools	2024-2027	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.4	CTE Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools 9th-12th	2024-2027	\$7,338.00	\$0.00	\$7,338.00				\$7,338.00	
3	3.5	Dual Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$27,000.00	\$27,000.00				\$27,000.00	
3	3.6	CTE Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,400.00	\$3,400.00				\$3,400.00	

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	Planned Percentage of Improved Services
4	4.1	Monthly Monitoring of specific subgroup that fell into Orange on the Dashboard.	All African American Students	No			All Schools	2024-2024	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.2	July LP Track Teacher Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	2024-2025	\$80,927.00	\$0.00	\$80,927.00				\$80,927.00	
4	4.3	Graduation Plans	All	No			All Schools high school.	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Counselor Availability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$502,919.00	\$0.00	\$502,919.00				\$502,919.00	
4	4.5	Family Engagement & Polar Program Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$391,859.00	\$0.00	\$391,859.00				\$391,859.00	

# 2025-26 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
10886460	2823323	25.934%	0.000%	25.934%	\$2,913,058.00	0.000%	26.759 %	<b>Total:</b>	\$2,913,058.00
								<b>LEA-wide Total:</b>	\$1,993,993.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$955,032.00

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	\$709,636.00	
2	2.3	Intervention	Yes	Schoolwide	Low Income	All Schools	\$209,429.00	
2	2.5	English Learner Intervention & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,365.00	
2	2.6	Gravity Assist	Yes	LEA-wide	Low Income	All Schools	\$70,000.00	

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 (%)
2	2.7	Additional English and Math Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,285.00	
2	2.8	Iready Diagnostics and Learning Pathways	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$16,400.00	
2	2.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$312,156.00	
3	3.1	Dual Enrollment Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 11th and 12th	\$12,229.00	
3	3.4	CTE Coordinator	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9th-12th	\$7,338.00	
3	3.5	Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	
3	3.6	CTE Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,400.00	
4	4.2	July LP Track Teacher Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,927.00	
4	4.4	Counselor Availability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$502,919.00	
4	4.5	Family Engagement & Polar Program Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$391,859.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,470,991.00	\$2,243,633.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Parent Education Nights	Yes	\$0.00	\$0.00
1	1.2	Parent Engagement Coordinator	Yes	\$6,115.00	\$6,115.00
1	1.3	Family Events	No	\$0.00	\$0.00
1	1.4	Parent Square	No	\$3,000.00	\$3,308.00
1	1.5	Smores	No	\$2,940.00	\$2,940.00
2	2.1	Professional Development	Yes	\$2,000.00	\$3,000.00
2	2.2	Instructional Coaches	Yes	\$476,226.00	\$603,563.95
2	2.3	Intervention	Yes	\$178,065.00	\$198,622.00
2	2.4	Homeroom Teachers will offer additional tutoring to subgroups that fell into the orange MATH CAASPP on the Dashboard.	No	\$0.00	\$0.00
2	2.5	Program Specialist	Yes	\$131,081.00	\$120,105.55
2	2.6	Gravity Assist	Yes	\$40,000.00	\$62,235.00



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)
2	2.7	Additional English and Math Teacher	Yes	\$199,178.00	\$213,321.15
2	2.8	Iready Diagnostics and Learning Pathways	Yes	\$15,749.00	\$16,400.00
2	2.9	Technology	Yes	\$224,268.00	\$730,121.00
3	3.1	Dual Enrollment Coordinator	Yes	\$7,338.00	\$7,338.00
3	3.2	SEL Coordinator	No	\$6,115.00	\$6,115.00
3	3.3	Professional Development	No	\$5,000.00	\$3,649.00
3	3.4	CTE Coordinator	Yes	\$7,338.00	\$7,338.00
4	4.1	Monthly Monitoring of specific subgroup that fell into Orange on the Dashboard.	No	\$0.00	\$0.00
4	4.2	July LP Track Teacher Stipends	Yes	\$24,459.00	\$80,927.00
4	4.3	Graduation Plans	No	\$0.00	\$0.00
4	4.4	Counselor Availability	Yes	\$142,119.00	\$178,534.97

# 2024-25 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)
2207142	\$1,413,936.00	\$2,227,621.62	(\$813,685.62)	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)
1	1.1	Parent Education Nights	Yes	\$0.00	\$0.00		
1	1.2	Parent Engagement Coordinator	Yes	\$6,115.00	\$6,115.00		
2	2.1	Professional Development	Yes	\$2,000.00	\$3,000.00		
2	2.2	Instructional Coaches	Yes	\$476,226.00	\$603,563.95		
2	2.3	Intervention	Yes	\$178,065.00	\$198,622.00		
2	2.5	Program Specialist	Yes	\$131,081.00	\$120,105.55		
2	2.6	Gravity Assist	Yes		\$62,235.00		
2	2.7	Additional English and Math Teacher	Yes	\$199,178.00	\$213,321.15		
2	2.8	Iready Diagnostics and Learning Pathways	Yes	\$15,749.00	\$16,400.00		
2	2.9	Technology	Yes	\$224,268.00	\$730,121.00		
3	3.1	Dual Enrollment Coordinator	Yes	\$7,338.00	\$7,338.00		
3	3.4	CTE Coordinator	Yes	\$7,338.00	\$7,338.00		
4	4.2	July LP Track Teacher Stipends	Yes	\$24,459.00	\$80,927.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Counselor Availability	Yes	\$142,119.00	\$178,534.97		

# 2024-25 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)
9084299	2207142	0	24.296%	\$2,227,621.62	0.000%	24.522%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **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:



- 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 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 2024

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

## School Year

2025-26

## Date of Board Approval

5/1/2025

## 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"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li><li>• An individual who holds no credential, permit, or authorization to teach in California.</li></ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

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

## Parent and Family Engagement

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

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

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

There are multiple ways we include and plan on engaging parents

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

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

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

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

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

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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

Professional Development will be 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 the 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 ongoing and annual. 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 has 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 provide onboarding, observation, and guidance.

New Teacher On-Boarding. All new teachers are provided a 5-day professional development for onboarding that is academically focused. This includes, but is 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 practices, needs, and other school-related 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 complete 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 provided to demonstrate the 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 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 on areas of need and report back to our team. This becomes informative and provides an opportunity to lead 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 areas of future needs at the end of a professional development session 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's weekly report measures withdrawals 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 stakeholder meetings and plan further professional development. For example, teachers may notice a need from their live lessons or interaction with students that the school and students would benefit from 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 areas of future needs at the end of a professional development session and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback.

### **Prioritizing Funding**

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

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

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

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

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

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

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

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

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

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

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

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers

- b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

During our regular staff meetings, we will provide time for qualitative data feedback or hear areas of concern, needs, or successes 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 strength 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 need or strengths. 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 with 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 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 need and support that were 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's weekly report measures withdrawals 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 stakeholder meetings, and plan further professional development. For example, teachers may notice a need from their live lessons or interaction with students that the school and students would benefit from 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 areas of future needs at the end of a professional development session 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 reviews. 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. The core PD program includes ELL, distance learning PD. We will use Title II part A funds to support supplementary PD, such as 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 will funds 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 psychologists, and professional development on suicide prevention, equity/inclusion. In addition, technology software 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, which 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 ongoing through staff meetings, IEPs, stakeholder engagements, and an 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 years (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 the 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:

4/22/2025

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

# 2025-26 Local Performance Indicator Self-Reflection

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

## Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

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

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

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

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.



# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	24.5	24.5	2	0	0	0	0	0

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

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

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

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

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

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

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

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

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

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

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

**2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

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

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

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

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

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

## Other Adopted Academic Standards

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

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

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

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

### Introduction

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

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

## Sections of the Self-Reflection Tool

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

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

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

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

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

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

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

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

## Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

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

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

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

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

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

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

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

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

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

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

For the 2025-2026 school year we will continue to push and improve this area.

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



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

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

As a virtual school, we naturally meet the physical location safety aspect.

The newest survey is

Overall, we had positive results.

100% of families that filled the survey feel safe at school.

All kids stated they have someone who checks in on them, feels heard, believes they can do a good job, and/or makes an effort to help them.

In addition, all the students believed they could do a good job if they tried and "felt good or happy," while also stating they have felt sad sometimes. 91% said they try to work out their problems, while 9% said they don't. Furthermore, they all stated they have a friend who cares about them. Interestingly, though, 36% said they do not have a friend their age to talk to about their problems.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, we have a positive climate where students feel comfortable, supported, and happy. Most importantly, they feel like they have a friend and teachers/adults care about them.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We do a variety of things to support our local climate. We have home homeroom teachers who are constantly checking in on students and families. In addition, we have a variety of coordinators that support various populations of students: EL Coordinator, SEL Coordinator, McKinney-Vento Coordinator. Also, we have a full-time school Psychologist and Counselor who monitor the climate, provide counseling, where needed, and assign SEL courses to students in need. Due to the increase of our enrollment, we are moving forward with 1-2 more counselors.

We are providing more clubs, field trips, and activities that will encourage students and provide a stronger culture of community. Lastly, we are doing parent education nights to support our findings while promoting the importance of checking in with their students to increase the sense of belonging and caring even more.

In addition, we have provided additional SEL professional development for a couple of our staff members.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

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

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

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

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

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

1. Peak uses a variety of check points to ensure students have access to course of studies. We use attendance and log in reports, Homeroom teacher check ins, annual surveys, Sped Team, Counselors, and a we have a McKinney Vento Liaison.
2. All students have access to full curriculum and supplemental resources.
3. We do have some students that need to be provided a hotspot or computer. The major barrier is identifying them and getting them their proper equipment.
4. We will continue to do student check-ins especially heavy check ins when they first enroll. As always, we will continue to do check ins to make sure nothing has changed.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration					

Coordinating Instruction	1	2	3	4	5
and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

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

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

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

Payroll Authorization Requests  
(PARs)

2025-2026

***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
1 & 48	Admin Summer Stipend (2)	10,000/Year	2, 3 & 4
TBD	Counselor Track A 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
40	SEL Coordinator	5,000/year	3
TBD	Parent Engagement Coordinator	5,000/year	1
Various -Classified with remaining balances	Classified Vacation Payout 2024-2025	Remaining Balance	
204	Learning Center Teaching Stipend Extra Duties	\$10,000/Year	1 & 2
26	PFT Coordinator	\$6,000/year	2

## **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 PV** (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 PV**, 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, 2025, and will extend through June 30, 2026.

### **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 2025 – 26 is “Alaska Natives and Natives of the Pacific Northwest Coast.”
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; or
- b) Classroom presentations and/or community workshop/conference on Native American themes.
- c) Access and referral to tutoring and counseling for identified students through partnership with Southern California American Indian Resources (SCAIR)
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 PV**, agrees to contribute **\$2,184.93** to VUSD for Indian Education services provided during the 2025-26 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:** \_\_\_\_\_

Authorized District Representative: \_\_\_\_\_

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

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

**PROVIDER:** Ventura Unified School District

Authorized Representative: DR. AHWAN MIRZA

Signature: \_\_\_\_\_

Title: ASST. Supt. BUSINESS SERVICES

Date: 4/2/25



# Ventura County Indian Education Consortium

**Presidential Award-Winning Program**

**Title VI Federal Project – Serving Public**

**School Districts in Ventura County Since 1974**

Ventura Unified School District (LEA)

255 W. Stanley Ave., Suite 100

Ventura, California 93001

<https://www.venturausd.org/students/indian-education>

## Partner District Service Plan for 2025-2026

We appreciate your ongoing support and partnership with the Ventura County Indian Education Consortium for the coming school year. Your commitment ensures that we will continue to be able to preserve the heritage and support the academic achievement of American Indian and Alaska Native students in Ventura County, including those from Chumash and other California non-federally recognized tribes.

This year's curricular theme is "Alaska Natives and Natives of the Pacific Northwest Coast." With your continued partnership we will be able to provide individual or small group lessons to support cultural identity and awareness for eligible Native students at their school campuses. In addition, at the high school level, we will offer a Native Youth Conference in lieu of several of the school-based classroom presentations. This modification to our program is an attempt to increase engagement at the high school and increase access to culturally sustaining presentations. Our program will continue to provide the following basic services: Parent Advisory Committee, enrollment verification and support, annual Honoring Ceremony, cultural events, teaching resources and lending library for your district staff, and professional development workshops for Indian Education staff. New this year, through a collaborative partnership with Southern California American Indian Resources (SCAIR), we will be able to offer tutoring and counseling services to enrolled students.

Thank you for agreeing to cover the increased costs for program services outlined in the attached Memorandum of Understanding for the 2025-2026 School Year. Based on our federal grant allocation, districts are being asked to contribute an additional \$406.65 for students eligible for the federal grant and \$728.31 for those whose tribal affiliation makes them ineligible for the federal grant.

To finalize preparations for next school year, we kindly request confirmation of funds commitment by Friday, May 30. Please email Robin Jacobs at [robin.jacobs@venturausd.org](mailto:robin.jacobs@venturausd.org) to confirm or with any questions.

Your continued support is instrumental in our mission to meet the culturally related academic needs of all American Indian and Alaska Native students who attend the public schools of Ventura County.

Thank you,

*Robin Jacobs*

**Robin Jacobs, Coordinator**

[robin.jacobs@venturausd.org](mailto:robin.jacobs@venturausd.org)

(805) 641-5000 Ext. 1193

ACE CHARTER HIGH SCHOOL  
CAMARILLO ACADEMY OF PROGRESSIVE EDUCATION  
CONEJO VALLEY UNIFIED SCHOOL DISTRICT  
FILLMORE UNIFIED SCHOOL DISTRICT  
HUENEME SCHOOL DISTRICT  
MOORPARK UNIFIED SCHOOL DISTRICT  
OAK PARK UNIFIED SCHOOL DISTRICT  
OJAI UNIFIED SCHOOL DISTRICT

OXNARD SCHOOL DISTRICT  
OXNARD UNION HIGH SCHOOL DISTRICT  
PLEASANT VALLEY SCHOOL DISTRICT  
RIO SCHOOL DISTRICT  
SIMI VALLEY UNIFIED SCHOOL DISTRICT  
VENTURA CHARTER SCHOOL  
VENTURA UNIFIED SCHOOL DISTRICT  
VISTA REAL CHARTER HIGH SCHOOL

School District	CURRENT YEAR FUNDING REQUEST		PRIOR YEAR FUNDING REQUEST	
	Indian Education Student Count	Proposed District Funding Request	Indian Education Student Count	Proposed District Funding Request
	SY 24-25	SY 25-26	SY23-24	SY24-25
ACE Charter	0	\$ -	0	\$ -
CAPE Charter	1	\$ 406.65	1	\$ 386.07
Conejo VUSD	29	\$ 11,792.98	27	\$ 10,423.91
Fillmore USD	17	\$ 7,878.09	12	\$ 5,566.06
Hueneme ESD	5	\$ 2,033.27	6	\$ 2,938.57
MATES Charter	1	\$ 406.65	1	\$ 772.14
Moorpark USD	30	\$ 12,199.63	26	\$ 10,037.84
Oak Park USD	1	\$ 406.65	1	\$ 386.07
Ojai USD	7	\$ 3,489.89	6	\$ 2,316.43
Oxnard SD	12	\$ 6,809.78	11	\$ 5,802.13
Oxnard UHSD	27	\$ 13,874.56	26	\$ 13,148.55
Peak Prep PV	3	\$ 2,184.93	2	\$ 1,394.28
Pleasant Valley SD	15	\$ 7,386.43	17	\$ 7,496.42
Rio SD	10	\$ 5,996.47	8	\$ 4,332.85
Simi VUSD	37	\$ 16,510.24	41	\$ 18,006.39
Ventura Charter	5	\$ 2,676.58	5	\$ 2,552.50
Ventura USD	131	\$ 68,711.12	124	\$ 60,004.55
Vista Real Charter	2	\$ 1,456.62	11	\$ 6,424.28
<b>TOTAL</b>	<b>333</b>	<b>\$ 164,220.54</b>	<b>325</b>	<b>\$ 151,989.04</b>

Robin Jacobs, Coordinator

[robin.jacobs@venturausd.org](mailto:robin.jacobs@venturausd.org)

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ACE CHARTER HIGH SCHOOL  
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 RIO SCHOOL DISTRICT  
 SIMI VALLEY UNIFIED SCHOOL DISTRICT  
 VENTURA CHARTER SCHOOL  
 VENTURA UNIFIED SCHOOL DISTRICT  
 VISTA REAL CHARTER HIGH SCHOOL

**NURSE SERVICES AGREEMENT BETWEEN  
PLEASANT VALLEY SCHOOL DISTRICT  
AND  
PEAK PREP PLEASANT VALLEY**

This Nursing Services Agreement is executed as of this 1 s t day of May, 2025, 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."

**AGREEMENT TERMS**

1. To the degree that nurse staff are available to fulfill support requests, PVSD agrees to provide limited term, short duration nurse services to Peak Prep using existing nurse staff. This shall be for non-emergency, planned support services.
2. On an emergency basis, PVSD agrees to provide limited term, short duration nurse services to Peak Prep using existing nurse staff. In the event that PVSD staff are not available to respond to a request for support, or respond in a timely manner, Peak Prep shall have sole responsibility for determining if emergency services should be contacted.
3. Requests for planned support services shall be made in writing to Carol Bjordahl, Assistant Superintendent of Administrative Services.
4. Requests for emergency services shall be made via the method prescribed by Carol Bjordahl, Assistant Superintendent of Administrative Services.
5. PVSD shall invoice Peak Prep for actual services rendered on an hourly basis, rounding up to the nearest hour. Fees shall be \$165 per hour, inclusive of indirect costs. If PVSD provides any materials associated with the support services, fees shall be actual costs of materials as plus 7.5% indirect costs. If PVSD anticipates materials costs for a requested support will exceed \$500, PVSD will notify Peak Prep in advance.
6. Regarding insurance, PVSD and Peak Prep each participate in the Ventura County Schools' Self-Funding Authority (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.

7. Regarding mutual indemnification, because the parties each participate in the VCSSFA, the parties therefore collectively indemnify and defend the other for general liability coverage under the VCSSFA self-insurance program.
8. The parties agree to maintain student confidentiality. To the extent necessary to provide services, the parties shall share information regarding students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), 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.
9. Either party wishing to terminate this Agreement shall do so by giving the other party written notice no less than thirty (30) days prior to the effective date of the termination, such notice to be given in writing.
10. 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.
11. 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.
12. 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.

13. Neither party may assign or delegate its obligations under this Agreement without the prior written consent of the other party.
14. 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.
15. Where consent, approval or mutual agreement is required of a party, it shall not be unreasonably withheld or delayed.
16. 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.
17. 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.

## **SIGNATURES**

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**

**Peak Prep Pleasant Valley**

By: \_\_\_\_\_

By: Shalen Bishop\_\_\_\_\_

Title: \_\_\_\_\_

Title: Executive Director\_\_\_\_\_

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

Date: 5/1/2025\_\_\_\_\_







**Special Education (SPED) Data Technician  
Job Description**

<b>Job Title</b>	Special Education Data Technician
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	SPED Data Technician reports to the lead Sped Admin
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified/HRLY
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"><li>• High school diploma or equivalent required; associate's degree or higher preferred.</li><li>• Previous experience in education administration, data management, or special education support (virtual school experience is a plus).</li><li>• Familiarity with IEP processes, special education terms, and legal compliance timelines.</li><li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li><li>• Experience working with education data systems such as SIRAS, Pathways, and CALPADS is highly desirable.</li><li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li><li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li></ul>
<b>SALARY SCHEDULE:</b>	Classified HRLY Range: \$31.43/hr (CALPERS)

<b>WORK - YEAR / HOURS:</b>	260 days Full Time: 8am-5pm (40/hrs a week)
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<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The SPED Data Technician supports the Special Education department in a fully virtual school environment by managing and maintaining accurate student data across multiple systems. This position plays a key role in ensuring the accuracy, security, and timeliness of IEP-related information and reports, in compliance with district, state, and federal requirements. All work is conducted remotely.</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting cycles and IEP compliance timelines</p>
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<b>DUTIES AND RESPONSIBILITIES</b>
<p><b>Key Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Manage and update special education student data in the school's student information system (Pathways), the SPED database (SIRAS), and the state reporting system (CALPADS).</li><li>• Maintain up-to-date digital IEP files using organized systems in Google Drive, ensuring accessibility and compliance with documentation standards.</li><li>• Track IEP timelines, services, and compliance metrics to support case managers and administrative staff.</li><li>• Prepare and assist with CALPADS submissions related to special education data.</li><li>• Create and manage internal spreadsheets in Google Sheets to monitor caseloads, IEP status, service logs, and related metrics.</li><li>• Conduct regular audits to ensure data consistency and accuracy across all platforms.</li><li>• Collaborate virtually with case managers, program specialists, school administrators, and general education teachers to ensure timely updates and the delivery of essential IEP information needed to support students in their general education setting.</li><li>• Provide support for virtual audits, state reviews, or compliance checks by organizing and delivering required documentation.</li><li>• Troubleshoot and resolve data-related issues, coordinating with IT or technical support as needed.</li><li>• Uphold strict confidentiality and security protocols for all student data and IEP records in the digital environment.</li></ul>

<b><u>Equal Employment Opportunity</u></b>
<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>



**Technology Program Specialist  
Job Description**

<b>Job Title</b>	<b>Technology Program Specialist (TPS)</b>
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	The TPS reports to the Executive Director
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified Admin
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"><li>• High school diploma or equivalent required; associate's degree or higher preferred.</li><li>• Previous experience in education administration, data management, or special education support (virtual school experience is a plus).</li><li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li><li>• Understands Technology and how to navigate/troubleshoot it.</li><li>• Experience working with education data systems such as Pathways, Clever, and CALPADS is highly desirable.</li><li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li><li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li></ul>
<b>SALARY SCHEDULE:</b>	Classified Program Specialist ADMIN Schedule

<b>WORK - YEAR / HOURS:</b>	260 days Full Time: 8am-5pm (40/hrs a week)
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<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Technology Program Specialist is part of the school administration team that supports and leads our technology needs outside of the services that our beyond our contract with the school district.</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting cycles and compliance timelines</p>
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## DUTIES AND RESPONSIBILITIES

### Key Responsibilities:

- Manage and update technology lists, software, and programs.
- Onboards and sets up new technology platforms and maintains current programs.
- Manage and update the computer request form.
- Manage and support new students with technology issues outside of the contract with PVSD.
- Manage Admin Google Domain, GoGuardian, Clever, School Pathways, and other school-related technology, programs, and software.
- Monitor new students in Calpads for IEPs, Chronic Absenteeism, EL, and other related understandings of new students.
- Process withdraws
- Input New Teachers into School Pathways and other technology-related
- Support Directors and other school administrators when needed and appropriate.
- Support the Executive Director with assigned tasks.
- Other Duties As Assigned.
- Create and manage internal spreadsheets in Google Sheets and other applicable metrics.
- Conduct regular audits to ensure data consistency and accuracy across all platforms.
- Create and monitor help tickets.
- Manage website, board postings, and other technologies.
- Collaborate virtually with case managers, program specialists, school administrators, and general education teachers to ensure timely updates and the delivery of essential technology-related in their general education setting.
- Provide support for virtual audits, state reviews, or compliance checks by organizing and delivering required documentation when needed.
- Troubleshoot and resolve data-related issues, coordinating with PVSD IT or technical support as needed.

- Uphold strict confidentiality and security protocols for all student data and records in the digital environment.

### **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.



### Director of Special Education, Online

<b>Job Title</b>	Director of Special Education
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	The Director of Special Education reports directly to the Executive Director
<b>Supervises</b>	Special Education Program Specialist, Education Specialists, Related Service Providers
<b>CLASSIFICATION:</b>	Certificated
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"> <li>• Valid California Clear Administrative Services Credential Preferred</li> <li>• Valid California Clear Education Specialist Credential or National required.</li> <li>• Minimum 8 years of experience in special education, including leadership roles</li> <li>• Proven ability to manage Special Education services in a virtual and independent study model</li> <li>• Deep understanding of compliance, program development, and student support for diverse learners</li> <li>• Experience with SIRAS, Google Workspace, and online learning platforms</li> <li>• Ability to pass federal/state background checks</li> <li>• Charter school, independent study, and homeschool program experience</li> <li>• Master's degree or higher in Special Education, Educational Leadership, or related field</li> </ul>
<b>SALARY SCHEDULE:</b>	Certificated Salary Schedule
<b>WORK - YEAR / HOURS:</b>	200 days

<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Director of Special Education is a key member of the leadership team responsible for overseeing, developing, and ensuring compliance with all Special Education programs and services. The Director ensures that all students with disabilities receive high-quality, legally compliant instruction and services in a virtual and homeschool setting. This role directly supervises Special Education Program Specialists and staff and ensures alignment with state and federal regulations and Peak Prep's mission and instructional model.</p>
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## **DUTIES AND RESPONSIBILITIES**

- Provide leadership, vision, and strategic planning for Special Education services across the virtual and homeschool programs.
- Ensure full compliance with federal and state laws (IDEA, Section 504, CDE guidelines) and SELPA policies.
- Supervise, mentor, and evaluate Program Specialists, Education Specialists, and related service providers.
- Oversee timely and compliant IEP development, implementation, and monitoring through SIRAS.
- Support the effective use of educational technology and platforms to deliver services in a virtual environment.
- Provide guidance and technical support on curriculum, accommodations, and modifications appropriate to independent study and online learning.
- Coordinate services for students with low-incidence disabilities and monitor the provision of related services.
- Serve as the LEA representative at IEP meetings and due process hearings as needed.
- Develop and implement professional development programs for special education and general education staff.
- Lead the development and monitoring of Special Education budgets, staffing plans, and program evaluations.  
Foster strong communication and collaboration with families, especially in a virtual and homeschool setting.
- Ensure support for transitions (e.g., Pre-K to K, elementary to middle, middle to high school, and post-secondary).
- Partner with external agencies, nonpublic schools, and other LEAs as appropriate.
- Other duties as assigned

## **Knowledge, Skills, and Abilities**

- Ability to design and implement inclusive practices in a virtual environment
- Strong analytical and decision-making skills
- Excellent organizational, communication, and interpersonal skills
- Commitment to equity, student-centered learning, and continuous program improvement

## **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**

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.



## Executive Admin Assistant Job Description

<b>Job Title</b>	Executive Admin Assistant
<b>Location</b>	Remote
<b>ADMINISTRATIVE RELATIONSHIP:</b>	Executive Admin Assistant reports to the Executive Director
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified/HRLY
<b>Qualifications/ Requirements</b>	<p><b><u>Education/Licenses/Experience:</u></b> Any combination equivalent to sufficient education, experience, and/or training to demonstrate the knowledge and abilities listed below.</p> <p>Typically, this would be gained through: Graduation from high school supplemented by clerical, administrative or related course work and five years of broad and increasingly responsible experience in secretarial work, including three years as an Administrative Secretary/assistant in a school or community college district. Successful completion of the Merit examination process is required.</p> <ul style="list-style-type: none"> <li>• Previous experience in education, administration duties, data management, or administration assistant experience.</li> <li>• Familiarity with Independence Study legal compliance timelines, preferred..</li> <li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li> <li>• Experience with Independent Study Policies and attendance.</li> <li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li> </ul> <p><b><i>Knowledge and Abilities: Knowledge of:</i></b></p>

- School standards of excellent customer service, interpersonal skills using tact, patience, and courtesy.
- Essential School functions, policies, rules, and regulations.
- The Brown Act and rules of parliamentary procedure.
- Microsoft Office Programs (outlook, word, excel, publisher)
- Modern office practices, procedures, and equipment.
- Filing systems.
- Letter and report writing techniques.
- Receptionist and telephone techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Basic arithmetic principles.
- Principles and procedures of financial record-keeping and reporting and budget preparation.
- Advanced public relations techniques and interpersonal skills.
- Accounting software, student information databases, online Agenda platforms, and various software applications and data management systems.

***Ability to:***

- Understand and follow oral and written directions.
- Establish and maintain effective and cooperative working relationships with others.
- Communicate respectfully and effectively, both orally and in writing, with students, staff, and the public.
- Learn and incorporate new skills, techniques and/or industry trends.
- Maintain regular and consistent attendance.
- Learn Interpret and successfully apply District rules and policies.
- Interpret and apply applicable sections of the State Education Code and other applicable laws and regulations.
- Perform responsible and difficult secretarial work with accuracy, speed, and a minimum of supervision.
- Analyze situations carefully and adopt effective courses of action.
- Deal effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness.
- Compile and maintain complex and confidential records and prepare routine reports as directed.
- Maintain confidential data and information for Superintendent and Governing Board.
- Prepare difficult correspondence and memoranda independently.
- Prioritize and schedule work.
- Meet schedules and timelines.

**SALARY SCHEDULE:**

Executive Admin HRLY Range: \$39.21

<b>WORK - YEAR / HOURS:</b>	260 days Full Time: 8am-5pm (40/hrs a week)
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<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Executive Administrative Assistant supports the Executive Director with scheduling, administrative planning, and other related duties. This position is distinguished from other classified positions by the level of responsibility.</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines.</p>
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## **DUTIES AND RESPONSIBILITIES**

### **Key Responsibilities:**

- Meet weekly with the Executive Director.
- Maintains school standards of excellent customer service and professional behavior in various and sometimes challenging situations
- Access and monitor school email daily to receive important updates from school and Executive Director.
- Participates in staff development and in-service training programs as assigned. This also may require to help plan and execute in person PD set up.
- Coordinator communication and information from the Executive Director's Office; obtain, interpret and provide information to officials, teachers, parents, organizations, and other concerning office functions and school policies and procedures; contact other offices to obtain and disseminate information and documents.
- Assist in resolving concerns of parents and community members.
- Manage the Board Agenda preparation and publication in accordance with the Ralph M. Brown Act.
- Maintains Executive Director's appointment calendar; set up meetings and conferences between Executive Director and other personnel, outside agencies, and transmit confidential or controversial information as appropriate.
- Review, plan, organize and work with Executive Director with reports, attend meetings, and prepare minutes.
- Perform special projects and prepare various forms and reports on behalf of the Board, Superintendent, attends to administrative details on special matters assigned by the Executive Director; Compose difficult correspondence independently on a variety of matters; compile and type various letters, reports and statistical data as directed.
- Maintain budget records and files,; monitor budgets and review expenditures; gather and compile information required by Executive Director for budget development and/or Board Agenda.
- Receive, type and disseminate confidential and sensitive materials including personnel records and other documents; acts confidential administrative assistant to the Executive Director.

- Make necessary arrangements for Executive Director's attendance at conferences, workshops, and meetings, secure airline transportations, hotel accommodations, and other necessary items.
- Maintain, file, audit, and report Credit Card Receipts
- Perform general administrative assistant work including taking and transcribing minutes, filing, typing, collating, copying, answering telephones, and providing information, ordering, and maintaining supplies, materials and receiving, sorting, reading, routing, and responding to mail/emails. Act as receptionist for the Executive Director.
- Modern office practices, procedures, and equipment, including operation of computer, applicable software, and data entry techniques.
- Establish and maintain confidential and complex files and records.
- Collaborate virtually with the Executive Director
- Provide support for virtual audits, state reviews, or compliance checks by organizing and delivering required documentation.
- Uphold strict confidentiality and security protocols for all student data in the digital environment.
- Other Duties As Assigned

### **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.



**Occupational Therapist  
Job Description**

<b>Job Title</b>	Occupational Therapist (OT)
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	The OT reports to the lead Sped Admin
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Certificated
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"><li>• Current, valid Occupational Therapist license in California (with willingness to obtain additional state credentials if required).</li><li>• Previous experience providing IEP services and assessments (virtual school experience is a plus).</li><li>• Familiarity with IEP processes, special education terms, and legal compliance timelines.</li><li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li><li>• Experience working with education data systems such as SIRAS, Pathways, and CALPADS is highly desirable.</li><li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li><li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li><li>• Willingness and ability to travel to student locations for in-person assessments/services when needed (travel reimbursement may be provided per policy).</li></ul>

<b>SALARY SCHEDULE:</b>	CERT PS Schedule (starting: \$80,790)
<b>WORK - YEAR / HOURS:</b>	194 days Full Time: 8am-4pm

<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Occupational Therapist (OT) supports students enrolled in a fully virtual public school program by providing occupational therapy assessments, services, and consultation to support students' access to their educational program. While most services and collaboration occur virtually, occasional in-person assessments and/or direct services may be required based on individual student needs and program requirements.</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting cycles and IEP compliance timelines</p>
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## **DUTIES AND RESPONSIBILITIES**

### **Key Responsibilities:**

- Conduct comprehensive occupational therapy assessments both virtually and in-person, as needed, to determine students' functional abilities in areas such as fine motor skills, sensory processing, self-help skills, and school participation.
- Develop individualized occupational therapy goals aligned with students' IEPs and educational needs.
- Provide occupational therapy services through virtual platforms and, when necessary, deliver in-person services in compliance with students' IEPs.
- Maintain accurate, detailed documentation of all assessments, service sessions, progress monitoring, and communications, in accordance with state, district, and program requirements.
- Collaborate with special education case managers, general education teachers, related service providers, and families to support students' occupational therapy needs and ensure appropriate accommodations and strategies are implemented.
- Participate in virtual IEP meetings, multidisciplinary team meetings, and other required conferences to present evaluation findings and service recommendations.
- Maintain flexibility to travel to designated locations within the service area to conduct in-person evaluations and services when virtual delivery is not appropriate or sufficient.
- Assist with developing and implementing virtual resources, trainings, and interventions that support students, families, and school staff.

- Monitor and ensure compliance with all timelines and legal requirements related to occupational therapy services in the educational setting.
- Safeguard student confidentiality and uphold ethical standards in both virtual and in-person environments.

### **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.





**River Oaks Academy and Peak Prep Pleasant Valley  
Shared Human Resource Director**

**Job Description**

**Position Title:** Human Resources Manager

**Reports To:** Executive Director

**FLSA Status:** Salary, Exempt

**Salary Range:** \$91,014-\$105,463

**School Classification:** Classified

**Work Schedule:** 12 months

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**POSITION SUMMARY**

Reporting directly to the Executive Director, the Human Resources Manager performs a variety of highly responsible, confidential and complex clerical and administrative duties and oversees and executes the Human Resources functions for the entirety of River Oaks and Peak Prep organizations.

**Summary of the Job:** In collaboration with the Executive Director the Human Resources Manager - Recruitment & Hiring is responsible for overseeing and managing all aspects of recruitment, hiring, and onboarding processes for employees. This role includes developing and implementing recruitment strategies, and job fairs, ensuring compliance with credentialing requirements, and supporting training and development initiatives for supervisors and leaders. The Assistant Director will work closely with the administration to enhance the efficiency and effectiveness of recruitment efforts, while also performing other related duties as assigned. This position is a shared Human Resources role for both River Oaks Academy Charter and Peak Prep Pleasant Valley Charter. The percentage of time allocated to each school will be determined based on the number of staff members at each location, ensuring that HR support is distributed equitably based on staffing needs. As the staffing levels at each school may

fluctuate, the percentage of time worked at each may be adjusted accordingly. Specific work hours for each school will be scheduled to ensure both institutions receive adequate HR support. The final allocation of time and responsibilities will be determined through mutual agreement between the administrations of both schools.

## **ESSENTIAL DUTIES AND RESPONSIBILITIES**

### **Human Resources**

- Maintain strict confidentiality.
  - Coordinate recruitment efforts, post open positions, review and process applications, check references, convene interview panels, schedule interviews, compile feedback, and present selected candidates for Executive Director confirmation of hire;
  - Complete new hire paperwork and processes, Livescan/background checks, TB tests, and orientation; forward paperwork to payroll department;
  - Oversee payroll processes and submit required paperwork and documents to the payroll department;
  - Monitor credentials and assignments; track credential expiration dates and requirements, such as TB tests;
  - Maintain employee data in the school database;
  - Manage employee leave requests; track and process employee leave paperwork (FMLA/CFRA);
  - Set up track and document staff training;
  - Process workers' comp claims;
  - Assist Executive Director with confidential personnel issues, grievances, and arbitrations, and legal issues as assigned;
  - Collaborate with the Executive Director for discipline issues, staff complaints, and conflict resolution as needed;
  - Explain human resources policies, procedures, laws, and standards to new and existing employees;
  - Enforce management guidelines by preparing and updating human resource policies and procedures at the direction of the Executive Director;
  - Provide appropriate direction to employees and supervisors, following chain of command and policies and procedures;
  - Maintain employment records and personnel files as well as administrative files;
  - Maintain and administer health benefits enrollment, withdrawal, and COBRA;
  - Process all personnel action forms and ensure proper approval for transfers, promotions, and terminations;
  - Initiate, schedule, and track mandatory annual staff training, such as mandatory reporter training, sexual harassment prevention training, suicide prevention training, and more;
  - Prepare government reports as to remain in compliance such as EDD earnings reports and all Verification of Employment requests.
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## **WORKING CONDITIONS AND PHYSICAL DEMANDS**

Duties are performed in an office or school environment. The employee occasionally works in outside weather conditions and in locations off of the work site. The employee will sometimes be required to travel to Learning Center locations.

The employee must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; and occasionally lift or move objects weighing up to 50 pounds.

The employee in this position:

- Spends the majority of the workday standing and sitting in an office setting.
- Uses a computer; may use overhead projectors, TV, VCR, etc.
- Must sit on a consistent basis. This is done at the desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion.
- It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently.
- May occasionally have to climb or balance on stepladders.

## **QUALIFICATION REQUIREMENTS**

To perform this job successfully, an employee must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable employees with disabilities to perform essential functions.

### **Experience**

- Minimum three (3) years in a position involving Human Resources knowledge and application.

### **Knowledge of**

- Correct English usage, grammar, spelling, and vocabulary.
- Sound communication skills.
- Standard office practices, procedures, and operating details.
- Record keeping principles and procedures.
- Use of Google Suite, word processing, spreadsheets, and other office management software.
- School Pathways (school database) and CALPADS, preferred.
- Principles and practices of customer service and telephone etiquette.
- Regulations and guidelines governing basic human resource management.
- Working knowledge of personnel procedures.

**Ability to:**

- Maintain the confidentiality of sensitive and confidential information related to personnel issues, grievances and arbitrations, and legal matters affecting the organization.
  - Prioritize, plan, and organize assigned projects.
  - Interpret and apply administrative and organizational policies, laws, and rules.
  - Communicate effectively orally and in writing.
  - Prepare and compose correspondence and documents independently.
  - Analyze situations carefully and adopt effective courses of action.
  - Establish and maintain effective relationships with administrators, teachers, other employees, and the public.
  - Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.
  - Exhibit leadership skills and ability to work as a member of a team.
  - Complete assignments with minimal assistance.
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The statements herein are intended to describe the general nature and level of work being performed by employees and are not to be construed as an exhaustive list of responsibilities, duties, and skills required of personnel so classified. These statements are subject to change without notice at the discretion of the employer. Furthermore, they do not establish a contract for employment or alter the at-will status of the position. Only River Oaks and Peak Prep Charter School, Inc. Executive Directors have the authority to enter into any agreement, express or implied, for employment for any specified period of time or to make any agreement for employment other than at-will and then only in writing signed by the Executive Directors.

*River Oaks and Peak Prep Charter Schools, Inc. do not discriminate on the basis of race, color, national origin, sex, disability, age, or any other legally protected category in its programs, activities, or employment practices.*



## Student Support Program Specialist Job Description

<b>Job Title</b>	Student Support Program Specialist
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	Student Support Program Specialist Reports to the Executive Director
<b>Supervises</b>	Employees supporting the POLAR Program
<b>CLASSIFICATION:</b>	Certificated
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"> <li>• CA Admin Credential</li> <li>• 3-5 Leadership Experience</li> <li>• CA Teacher Credential</li> <li>• Independent Study Experience</li> <li>• Strong student and family communication skills</li> <li>• Heart towards struggling students and being strategic on support.</li> <li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li> <li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li> </ul>
<b>SALARY SCHEDULE:</b>	Certificated Program Specialist ADMIN
<b>WORK - YEAR / HOURS:</b>	194 days Full Time: 8am-4pm (40/hrs a week)

**BRIEF DESCRIPTION OF POSITION**

The Student Support Specialist oversees the POLAR Program and supports our chronically absent students and students who need additional wraparound support and engagement.

This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting cycles and IEP compliance timelines

**DUTIES AND RESPONSIBILITIES****Key Responsibilities:**

- Monitor and support Chronic Absent students
- Maintain a case-load while the program grows.
- Meet with the team weekly
- Meet with the Executive Director weekly.
- Observe, support, and encourage your team.
- Maintain clear steps and procedures to support students.
- Oversee EVAMA and Tier Re-Engagement for students within your program.
- Support and follow through on attendance for students within this program
- Maintain, support, and help document compliances for attendance, audits, and independent study needs.
- Maintain communication with the team, parents, students, and other Peak employees who may be impacted.
- Be creative to support students in re-engaging them.
- Uphold strict confidentiality and security protocols for all student data and IEP records in the digital environment.
- Other Duties As Assigned

**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.



### Homeschool Liaison, Online

<b>Job Title</b>	Homeschool Liaison
<b>Location</b>	Remote (CA Credential Required)
<b>ADMINISTRATIVE RELATIONSHIP:</b>	The Homeschool Liaison reports directly to the Homeschool Coordinator
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"> <li>• High school diploma or equivalent required; associate's degree or higher preferred.</li> <li>• Previous experience in education administration or customer support (virtual school experience is a plus).</li> <li>• Familiarity with Independent Study and Homeschool</li> <li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li> <li>• Familiarity with School Pathways (SIS) is preferred</li> <li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li> <li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li> <li>• Must be willing to be on the phone talking with new families.</li> </ul>
<b>SALARY SCHEDULE:</b>	Classified Salary Schedule \$28.78/HR
<b>WORK - YEAR / HOURS:</b>	260 days

<b>BRIEF DESCRIPTION OF POSITION</b>	The Homeschool Liaison is a key member of the Homeschool Academy and is responsible for being a primary contact with new families (i.e. calling & fielding questions about program), supporting the onboarding process, and working with families, when needed, for any enrollment or re-enrollment needs and supporting, where needed, in the Homeschool Academy, such as, but not limited
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to, Field Trip coordination and purify support and compliance support.

## **DUTIES AND RESPONSIBILITIES**

- Calls all new families in the enrollment pipeline and follows up after enrollment.
- Maintains communications, local resources, and assists in the development of the Family Homeschool Academy newsletter.
- Provides information to community members regarding Peak Prep Independent Study Program.
- Publicly promotes the mission and vision of Peak Prep.
- Responds to staff and parent phone calls and emails within 24 hours
- Hosts monthly workshops geared toward learning coaches
- Hosts regular park days and other opportunities for community members to engage
- Regularly plans and attends community events - in person and virtual
- Supports the planning and execution of community learning opportunities
- Answer teacher and parent questions regarding field trips and events via email and phone
- Plans and Executes field trips.
- Attends field trips: The appropriate number of field trips will be determined by the Homeschool Coordinator
- Completes, updates, and trains the entire field trip process.
- Supports Executive Director in receiving family feedback with a survey or as directed.
- Other Duties As Assigned.

## **Knowledge, Skills, and Abilities**

- Strong communication via phone, email, and text messaging.
- Strong analytical and decision-making skills
- Excellent organizational, communication, and interpersonal skills
- Commitment to equity, student-centered learning, and continuous program improvement

## **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**

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.



**Compliance Technician  
Job Description**

<b>Job Title</b>	Compliance Technician
<b>Location</b>	Remote
<b>ADMINISTRATIVE RELATIONSHIP:</b>	Compliance Technician reports to the Director of Compliance
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified/HRLY
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"><li>• High school diploma or equivalent required; associate's degree or higher preferred.</li><li>• Previous experience in education administration, data management, or special education support (virtual school experience is a plus).</li><li>• Familiarity with Independence Study legal compliance timelines, preferred..</li><li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li><li>• Experience working with education data systems such as SIRAS, Pathways, and CALPADS is highly desirable.</li><li>• Experience with Independent Study Policies and attendance.</li><li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li><li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li></ul>
<b>SALARY SCHEDULE:</b>	Compliance Technician HRLY Range: \$31.43

<b>WORK - YEAR / HOURS:</b>	260 days Full Time: 8am-5pm (40/hrs a week)
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<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Compliance Technician supports the Director of Compliance and their team to pull in a fully virtual school environment by managing and maintaining accurate compliance documents. This position plays a key role in ensuring the accuracy and timeliness of compliance-related information and reports, in compliance with district, state, and federal requirements. All work is conducted remotely.</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting and compliance timelines.</p>
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<b>DUTIES AND RESPONSIBILITIES</b>
<p><b>Key Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Meet weekly with the Director of Compliance and the compliance team.</li><li>• Help audit attendance, compliance documents, and support where needed.</li><li>• Conduct regular audits to ensure data consistency and accuracy across all platforms.</li><li>• Help pull compliances</li><li>• Collaborate virtually with Director of Compliance</li><li>• Provide support for virtual audits, state reviews, or compliance checks by organizing and delivering required documentation.</li><li>• Troubleshoot and resolve data-related issues, coordinating with IT or technical support as needed.</li><li>• Uphold strict confidentiality and security protocols for all student data and compliances in the digital environment.</li><li>• Attend in person training, when needed.</li><li>• Other Duties As Assigned</li></ul>

<b><u>Equal Employment Opportunity</u></b>
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.



## **SENIOR BUSINESS & FINANCE TECHNICIAN**

Peak Prep is seeking a Senior Business & Finance Technician to provide engaged support for online charter Peak Prep Pleasant Valley. Peak Prep uses cutting-edge 21st-century curriculum, which can be accessed online and through a variety of traditional methods.

### **BASIC FUNCTION:**

Under the direction of the Fiscal Operations Manager, Director of Finance, and the Executive Director, perform office and basic accounting/finance duties including support with accounts payable, accounts receivable, payroll and related accounts; maintain a variety of financial records, statements and reports; purchasing procedures, prepares purchase orders, contacts vendors for quotes and maintains purchase records.

The Senior Business & Finance Technician classification performs diversified accounting/finance and purchasing work with independent responsibility for the Business & Operations team. Team members are cross-trained and assigned duties to ensure proper and appropriate separation of duties as recommended by internal and external audit procedures. The Senior Business & Finance Technician serves as a team lead and is a resource within the team for answering questions and providing training as needed and where appropriate.

### **RESPONSIBILITIES:**

#### **(1) Purchasing**

- Prepares purchase orders and conducts necessary follow-up activities to expedite and finalize purchase order transactions, including communication with vendors, manufacturers, and freight/delivery services regarding incomplete or damaged shipments.
- Researches, obtains, and analyzes information pertaining to purchases in assigned commodities and services, including specifications, quality, pricing, service, and overall value.
- Reviews and edits approved requisitions, obtains reference number and forwards to vendor.
- Contacts vendors and requests quotations after preparing product and service specifications; may provide comparison and analysis of proposals for decisions making process once quotations have been received.
- Initiates communication with prospective service vendors; gathers all necessary requirements for approval to engage in services with both students and staff.

- Process product returns and exchanges; prepares necessary claim backs and cancellations; assures proper invoicing and credits for items returned or exchanged and approves or denies invoices and credits as needed.
- Assists in the preparation of product and service contracts.
- Maintains fixed asset inventory and purchase order process; generates reports as necessary.

## **(2) Accounting/Payroll**

- Prepare and verify warrants, payrolls, invoices, time records, requisitions and other fiscal documents.
- Support in the process of various school payrolls, including monitoring of computer entry from time sheets, resolving discrepancies.
- Participate in accounts receivable and accounts payable functions; account for Board approved cash donations; deposit money and complete documentation for BSA.
- Reconcile and adjust accounts; correct irregularities; resolve discrepancies.
- Respond to inquiries from school employees concerning pay, travel claims, purchase orders, conference attendance applications and other business office inquiries.
- Reconciles credit card statements against receipts and forwards credit card statements to BSA.
- Audit faculty files and help with compliance with state requirements; prepare related documentation.
- Maintain budget records and files; gather and compile information required by assigned administrator for budget development.

## **(3) General**

- Maintain school standards of excellent customer service and professional behavior in various and sometimes challenging situations.
- Access and monitor school email daily to receive important updates from school and school administration.
- Participate in staff development and in-service training programs as assigned.
- Maintain strong computer skills to effectively operate school systems and programs.
- Request, evaluate, and approve compliances.
- By request, be prepared to train and mentor new and/or current staff members
- Other duties as assigned.

## **KNOWLEDGE AND ABILITIES:**

- Modern accounting and bookkeeping principles, practices, and procedures.
- Telephone/video conferencing techniques and etiquette.
- Operation of a computer terminal and data entry techniques.
- Modern office practices, procedures and equipment.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Perform a variety of arithmetic calculations.
- Understand and follow oral and written directions.
- Meet schedules and time lines.

- Maintain records and prepare reports.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative & effective working relationships with others.
- Apply extensive knowledge of school policies and exercise independent judgment.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Complete work with many interruptions.
- Understand and work within scope of authority.

#### **MINIMUM QUALIFICATIONS:**

- Exceptional quantitative analytical skills and detail-oriented work habits with strong organization skills.
- Exceptional interpersonal skills, including teamwork and negotiation.
- Excellent verbal, written, and graphical communication skills.
- Outstanding communication, multitasking, and analytical skills.
- Strong record of achievement in terms of performance to goals/key success metrics; can adapt and thrive under pressure.
- Ability to pass state and federal background checks.

#### **EDUCATION AND EXPERIENCE:**

- Any combination equivalent to sufficient education, experience, and/or training to demonstrate the knowledge and abilities listed above.
- Typically, this would be gained through: Graduation from high school and four years accounting/finance and/or business-related experience.

#### **WORKING CONDITIONS/ENVIRONMENT:**

- Virtual/Remote
- Constant interruptions

#### **PHYSICAL ABILITIES:**

Dexterity of hands and fingers to operate a computer.

Hearing and speaking to exchange information.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching.

#### **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.

#### **SALARY & BENEFITS:**

- There are contributions caps to medical, vision, & dental for all full time (1.0 FTE) employees.
- Salary Schedule: CL HRLY/D: \$37.54 - \$47.94 Per Hour





## Data Coordinator & Support Job Description

<b>Job Title</b>	<b>Data Coordinator &amp; Support (DCS)</b>
<b>Location</b>	Remote
<b>ADMINISTRATIVE RELATIONSHIP:</b>	The DCS reports to the Executive Director
<b>Supervises</b>	N/A
<b>CLASSIFICATION:</b>	Classified Admin
<b>Qualifications/ Requirements</b>	<ul style="list-style-type: none"> <li>• College Degree or equivalent required; Bachelor's or higher preferred.</li> <li>• Previous experience in education administration, data management, or special education support (virtual school experience is a plus).</li> <li>• Proficiency with Google Workspace tools, particularly Google Sheets and Google Drive.</li> <li>• Understands Technology and how to navigate/troubleshoot it.</li> <li>• Understands Data-driven instruction.</li> <li>• Experience working with education data systems such as Pathways, Clever is highly desirable.</li> <li>• Experience working with and training teachers in instruction</li> <li>• Strong attention to detail, excellent organizational skills, and the ability to manage multiple tasks and deadlines independently in a remote setting.</li> <li>• Clear and professional communication skills, with the ability to collaborate effectively in a virtual team environment.</li> </ul>

<b>SALARY SCHEDULE:</b>	Classified Program Specialist ADMIN Schedule: \$65/19hrs a week
<b>WORK - YEAR / HOURS:</b>	220 days Full Time: 8am-5pm (19-40/hrs a week)

<b>BRIEF DESCRIPTION OF POSITION</b>	<p>The Data Coordinator and Support Specialist is part of the school administration team that supports and leads our data driven instruction and analysis..</p> <p>This is a remote position within a virtual public school. The role is year-round and includes regular interaction with school teams via video conferencing, email, and shared digital platforms. Flexibility and independence are key, with deadlines tied to state reporting cycles and compliance timelines</p>
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## DUTIES AND RESPONSIBILITIES

### Key Responsibilities:

- Provide weekly data analysis by course/grade level
- Provide data analysis for ELA internal and state data
- Work with administrators to create foundational courses and/or
- Provide Staff Professional Development in person (when needed) and virtually.
- Extract data from various curriculum platforms to use for data-driven instruction.
- Assist administrators, teachers, and support staff in understanding data to identify struggling students
- Assist administrators, teachers, and support staff in understanding data to provide additional support for Dashboard Subgroups that fell into the Orange category
- Monitor the Orange and below subgroups—come up with a plan and execute it.
- Manage and maintain weekly data sheets by course for administrators, teachers, and support staff
- Identify students for inclusion and create courses, where needed
- Provide PD on data-driven instruction, data analysis, and positive behavior intervention systems.
- Provide support for teachers with the data on how to analyze it.
- Provide support for virtual audits, state reviews, or compliance checks by organizing and delivering required documentation when needed.
- Troubleshoot and resolve data-related issues, coordinating with PVSD IT or technical support as needed.
- Uphold strict confidentiality and security protocols for all student data and records in the digital environment.
- Other Duties As Assigned

<b><u>Equal Employment Opportunity</u></b>
<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>

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED EXECUTIVE SALARY SCHEDULE  
2025 - 2026**

POSITION	SCHEDULE	# OF DAYS	RATE	ED/01	ED/02	ED/03	ED/04	ED/05
EXECUTIVE DIRECTOR	CERT ED	1.0 FTE 220	ANNUAL Daily	\$190,777.00	\$200,316.00	\$210,331.00	\$220,848.00	\$231,890.00
				\$867.17	\$910.53	\$956.05	\$1,003.85	\$1,054.05

Health and Welfare Annual Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
MANAGEMENT SALARY SCHEDULE  
2025 - 2026**

POSITION	SCHEDULE	# OF DAYS	RATE	B/01	B/02	B/03	B/04	B/05	B/06
DIRECTOR OF OPERATIONS DIRECTOR OF COMPLIANCES DIRECTOR OF SPECIAL EDUCATION	MGT	1.0 FTE 200	ANNUAL Daily	\$126,340.00 \$631.70	\$131,040.00 \$655.20	\$135,740.00 \$678.70	\$140,431.00 \$702.16	\$145,154.00 \$725.77	\$149,806.00 \$749.03

POSITION	SCHEDULE	# OF DAYS	RATE	C/01	C/02	C/03	C/04	C/05	C/06
PRINCIPAL	MGT	1.0 FTE 200	ANNUAL Daily	\$122,828.00 \$614.14	\$126,621.00 \$633.11	\$130,413.00 \$652.07	\$134,206.00 \$671.03	\$137,998.00 \$689.99	\$141,791.00 \$708.96

POSITION	SCHEDULE	# OF DAYS	RATE	D/01	D/02	D/03	D/04	D/05	D/06
DIRECTOR OF FINANCE	MGT	1.0 FTE 260	ANNUAL Daily	\$135,740.00 \$522.08	\$140,431.00 \$540.12	\$145,154.00 \$558.28	\$149,805.00 \$576.17	\$156,547.00 \$602.10	\$163,591.00 \$629.20

Health and Welfare Annual Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
ADMINISTRATIVE SALARY SCHEDULE  
2025 - 2026**

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	ADMIN	1.0 FTE 200	ANNUAL Daily	\$105,559.00 \$527.79	\$108,725.00 \$543.62	\$111,987.00 \$559.93	\$115,346.00 \$576.73	\$118,807.00 \$594.04	\$122,716.00 \$613.58	\$126,627.00 \$633.13	\$130,537.00 \$652.69	\$134,446.00 \$672.23	\$138,357.00 \$691.78	\$142,266.00 \$711.33	\$146,176.00 \$730.88

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
INSTRUCTIONAL COACH	ADMIN	1.0 FTE 194	ANNUAL Daily	\$102,392.00 \$527.79	\$105,463.00 \$543.62	\$108,627.00 \$559.93	\$111,886.00 \$576.73	\$115,243.00 \$594.04	\$119,035.00 \$613.58	\$122,828.00 \$633.13	\$126,621.00 \$652.69	\$130,413.00 \$672.23	\$134,206.00 \$691.78	\$137,998.00 \$711.33	\$141,791.00 \$730.88

POSITION	SCHEDULE	# OF DAYS	RATE	C/01	C/02	C/03	C/04	C/05	C/06	C/07	C/08	C/09	C/10	C/11	C/12
CERTIFICATED PROGRAM SPECIALIST	ADMIN	1.0 FTE 194	ANNUAL Daily	\$91,014.00 \$469.14	\$94,807.00 \$488.70	\$98,599.00 \$508.24	\$102,392.00 \$527.79	\$105,463.00 \$543.62	\$108,627.00 \$559.93	\$111,886.00 \$576.73	\$115,243.00 \$594.04	\$119,035.00 \$613.58	\$122,828.00 \$633.13	\$126,621.00 \$652.69	\$130,413.00 \$672.23

POSITION	SCHEDULE	# OF DAYS	RATE	D/01	D/02	D/03	D/04	D/05	D/06	D/07	D/08	D/09	D/10	D/11	D/12
CLASSIFIED PROGRAM SPECIALIST FISCAL OPERATIONS MANAGER HUMAN RESOURCES MANAGER	ADMIN	1.0 FTE 260	ANNUAL Daily	\$91,014.00 \$350.05	\$94,807.00 \$364.64	\$98,599.00 \$379.23	\$102,392.00 \$393.82	\$105,463.00 \$405.63	\$108,627.00 \$417.80	\$111,886.00 \$430.33	\$115,243.00 \$443.24	\$119,035.00 \$457.83	\$122,828.00 \$472.42	\$126,621.00 \$487.00	\$130,413.00 \$501.59

Health and Welfare Annual Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED TEACHER SALARY SCHEDULE  
2025 - 2026**

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	\$50,107.00	\$50,107.00	\$52,493.00	\$57,262.00	\$62,031.00
2	\$50,107.00	\$51,062.00	\$55,831.00	\$60,600.00	\$65,370.00
3	\$50,883.00	\$54,399.00	\$59,169.00	\$63,939.00	\$68,708.00
4	\$52,968.00	\$57,738.00	\$62,508.00	\$67,277.00	\$72,046.00
5	\$56,308.00	\$61,077.00	\$65,847.00	\$70,617.00	\$75,386.00
6	\$59,646.00	\$64,415.00	\$69,186.00	\$73,955.00	\$78,724.00
7	\$62,984.00	\$67,754.00	\$72,524.00	\$77,293.00	\$82,063.00
8	\$66,323.00	\$71,092.00	\$75,861.00	\$80,632.00	\$85,401.00
9		\$74,431.00	\$79,200.00	\$83,970.00	\$88,739.00
10			\$82,539.00	\$87,310.00	\$92,079.00
11				\$90,648.00	\$95,417.00
12				\$93,986.00	\$98,756.00
13					\$102,094.00

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 Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
CERTIFICATED PUPIL SUPPORT SALARY SCHEDULE  
2025 - 2026**

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	\$80,790.00	\$85,200.00	\$88,816.00	\$92,601.00	\$96,216.00	\$99,840.00	\$103,452.00	\$107,082.00	\$111,034.00	\$114,654.00	\$118,260.00	\$122,512.00
PSYCHOLOGIST		194	Daily	\$416.44	\$439.18	\$457.81	\$477.32	\$495.96	\$514.64	\$533.26	\$551.97	\$572.34	\$591.00	\$609.59	\$631.51
OCCUPATIONAL THERAPIST															
SPEECH PATHOLOGIST															
FAMILY ENGAGEMENT COORDINATOR															

Health and Welfare Annual Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025



**PEAK PREP PLEASANT VALLEY**  
**MISCELLANEOUS CERTIFICATED SALARY SCHEDULE**  
**2025 - 2026**

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 PFT 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	Column 1

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
CLASSIFIED HOURLY SALARY SCHEDULE  
2025 - 2026**

POSITION	SCHEDULE	RATE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
INSTRUCTIONAL ASSISTANT	CL HRLY/A	HOURLY	\$ 23.82	\$ 25.05	\$ 26.32	\$ 27.60	\$ 29.01	\$ 30.55
OFFICE MANAGER ADMINISTRATIVE ASSISTANT HOMESCHOOL LIAISON	CL HRLY/B	HOURLY	\$ 28.78	\$ 30.21	\$ 31.72	\$ 33.31	\$ 34.98	\$ 36.73
BUSINESS & FINANCE TECHNICIAN COMPLIANCE TECHNICIAN ATTENDANCE/ENROLLMENT SPECIALIST SPECIAL EDUCATION DATA TECHNICIAN	CL HRLY/C	HOURLY	\$ 31.43	\$ 32.96	\$ 34.68	\$ 36.38	\$ 38.21	\$ 39.36
SENIOR BUSINESS & FINANCE TECHNICIAN	CL HRLY/D	HOURLY	\$ 37.54	\$ 39.37	\$ 41.37	\$ 43.41	\$ 45.60	\$ 47.94
EXECUTIVE ADMINISTRATIVE ASSISTANT	CL HRLY/E	HOURLY	\$ 39.24	\$ 41.17	\$ 43.27	\$ 45.42	\$ 47.72	\$ 50.17

Health and Welfare Annual Contribution (1.0 FTE employees only): 100% Coverage of base plan for employees + dependents

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025

**PEAK PREP PLEASANT VALLEY  
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE  
2025 - 2026**

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

EFFECTIVE : July 1, 2025

BOARD ADOPTED:

REVISED: 5/1/2025